

•

SPIRITUAL VALUES  
IN THE ELEMENTARY SCHOOL  
TWENTY-SIXTH YEARBOOK

•

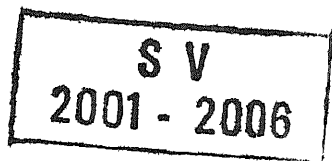


*Public schools, Cincinnati*  
*For millions of children the elementary schools provide ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit.*



# Spiritual Values

## *in the Elementary School*



TWENTY-SIXTH YEARBOOK

THE NATIONAL ELEMENTARY PRINCIPAL  
BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS  
NATIONAL EDUCATION ASSOCIATION

VOL. XXVII, No. 1    SEPTEMBER 1947

PRICE \$3

# THE NATIONAL ELEMENTARY PRINCIPAL

## BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published in September, October, December, February, April, and June by the Department of Elementary School Principals of the National Education Association of the United States.

All elementary principals—administrative, supervisory, and teaching—are eligible to active membership in this department. The payment of \$3 dues entitles active members to attend all meetings of the department, to hold office, to vote, and to receive the Bulletins.

Associate membership may be had by all members of the National Education Association who are actively engaged in any phase of school work by paying the regular membership fee of \$3. They are entitled to all privileges except the right to vote and hold office.

Subscription to non-members is \$3 per year; single copies of the Yearbook, \$3; October, December, February, April, and June issues of the Bulletin, 50 cents.

Entered as second-class matter November 20, 1922, at the postoffice at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington 6, D.C.  
Eva G. Pinkston, Editor

*(The Contents of this Bulletin are listed in the Education Index)*

## OFFICERS OF THE DEPARTMENT, 1947-48

*President*, Eugene H. Herrington, Ebert School, Denver, Colorado

*First Vicepresident*, Marjorie Walters, Harrison School, Cedar Rapids, Iowa

*Second Vicepresident*, Edwon L. Riggs, Creighton School, School District 14, Phoenix, Arizona

*Third Vicepresident*, Mrs. Blanche L. Schmidt, Box 426, Dos Palos, California

*Fourth Vicepresident*, Mamie Reed, 9060 Ladue Road, Clayton 5, Missouri

*Fifth Vicepresident*, R. L. Booker, 1158 Gorgas, Mobile 20, Alabama

### *Executive Committee*

Raymon W. Eldridge, Lawrence School, Brookline, Massachusetts (1948)

Florence Gabriel, Malvern School, Malvern and Falmouth Roads, Shaker Heights, Ohio (1949)

Laura E. Kellar, Vanport City Schools, Portland 17, Oregon (1950)

Thomas E. Pierce, Box 3771, Texas State College for Women, Denton, Texas (1951)

*Certification Division*, Cassie F. Roys, Director, 2609 Bristol St., Omaha, Nebraska

*Life Membership Division*, Herbert C. Hansen, Director, 1045 N. Lockwood Ave., Chicago, Illinois

*Executive Secretary*, Eva G. Pinkston, 1201 Sixteenth St. N.W., Washington 6, D.C.

## EDITORIAL COMMITTEE, 1947 YEARBOOK

HAROLD V. BAKER, Daniel Webster School, New Rochelle, New York, *chairman* (Deceased, March 2, 1947)

HAZEL SIZER, Central School, South Charleston, West Virginia

W. GEORGE HAYWARD, Elmwood School, East Orange, New Jersey

## FOREWORD

TODAY the world is seeking for spiritual values to illumine mankind's efforts to build a united, cooperative society. In this new search for spiritual values, what is the role of the school? This yearbook adds little theory to the current discussion of this question; it is rather a casebook of practice. The point of view it represents was stated in announcing the book in 1945:

Those values which, when attained, make a finer person, are spiritual values, be they generosity, fellow feeling, responsibility, integrity, appreciation of beauty, personal expression thru the arts, or some related quality of living.

Spiritual values include the high mystical experiences of organized religious groups, a realm in which the public school does not operate.

Spiritual values also include, apart from creeds, appreciation of the place of religion in human life—a realm in which the public school sometimes serves as a cooperating agent, in varying degrees of emphasis determined largely by the local community.

Spiritual values further include ethical, esthetic, emotional experiences that help to elevate and liberate the human spirit—and in this realm the public school does operate. This third type of spiritual values will be emphasized in this yearbook.

The committee believes that the activities described in the yearbook are representative of the thought and effort now being given in elementary schools of the United States to the building of spiritual values thru experiences in good living. Sincere thanks are due to the authors, particularly to Glenn E. Barnett, who was asked to prepare Chapter VIII; to Eva G. Pinkston, executive secretary of the Department; to Hazel Davis, assistant director of the NEA Research Division; to Beatrice Crump and Geraldine M. Morgan of the NEA Research Division; to Gertrude P. Hale of the Daniel Webster School, New Rochelle, New York; and to Walter A. Graves and his co-workers of the NEA Division of Publications.

*The Editorial Committee*

## PRESIDENT'S MESSAGE

IN CHOOSING *Spiritual Values in the Elementary School* as the topic of the 1947 yearbook, the Editorial Committee seems to have foreseen the moral crisis that faces us today. As we turn from the passions of war to the confusion of reconstruction we sense with deep conviction the need for built-in values in human lives that will lead to individual self-realization at high levels, and to a creative society of brotherhood, peace, and security.

Many people do not realize how great a contribution is being made by elementary schools in the realm of spiritual values. The school practices reported in this yearbook are not innovations; they are typical of what the best schools have always done. The particular value of this presentation is to give a new significance to certain activities that sometimes are pursued as ends in themselves rather than for their contribution to the spiritual growth of children. Another special service is to call attention to "those little unremembered acts of love," so likely to be crowded out in the terrific pressure of modern living, but so fundamental in human relations.

It is hoped that all principals may find inspiration in these pages. May they place first things first by emphasizing above all else the creation of a school atmosphere in which children, principal, and classroom teachers may live in serenity and self-respect.

The pleasure with which the Department presents the yearbook is tempered with sadness that the chairman of the Editorial Committee, Harold V. Baker, could not live to see its completion. It was due to his leadership that the topic was chosen, and his contributions appear thruout the volume. The description of the Daniel Webster School and of Mr. Baker's work there as principal gives some insight as to the loss occasioned by his untimely death. But it also gives us new inspiration for high endeavor in an office that holds daily opportunities for life-building service.

MARJORIE WALTERS, *President, 1946-47*  
*Department of Elementary School Principals*

# CONTENTS

	PAGE	
FOREWORD .....	5	
PRESIDENT'S MESSAGE .....	6	
CHAPTER I. SPIRITUAL VALUES GIVE LIFE ITS HIGHEST MEANING	11	/
Spiritual Values Give Life Its Highest Meaning .....	13	
<i>Harold V. Baker</i>		
CHAPTER II. THE SCHOOL PROGRAM AS A WHOLE CAN BUILD SPIRITUAL VALUES .....	23	
To Live Together Well Has Spiritual Value .....	25	/
<i>T. Allasina</i>		
Building Esprit de Corps in a Rural School .....	28	
<i>Sister M. Gertrude Ann Brown</i>		
Developing Student Responsibility .....	35	
<i>Margaret O. Discher</i>		
Adventuring in Spiritual Development .....	39	
<i>Elsie E. Green</i>		
Creating a Friendly School .....	47	
<i>Frank H. Lewis</i>		
Clearing the School Atmosphere for Spiritual Release ....	54	
<i>Laura M. May</i>		
✓ Four Statements on Spiritual Values .....	60	
<i>Gertrude E. McKeon</i>		
Toward Inner Stability .....	64	
<i>A. Marea Othmer</i>		
Responsibility as a Means of Growth .....	69	
<i>Clarence J. Roberts</i>		
Developing Spiritual Values .....	74	✓
<i>Wayne T. Snyder</i>		
Building from Within .....	78	
<i>Katherine G. Stains</i>		

CONTENTS	PAGE
CHAPTER III. GROUP EXPERIENCES CONTRIBUTE TO SPIRITUAL VALUES .....	83
Friendliness in the Lunch Period .....	85
<i>Hazel M. Burley</i>	
Group Activities Bring Spiritual Values .....	88
<i>Charles E. Butler</i>	
"Sweet Freedom's Song" .....	90
<i>Erling Frostad</i>	
We Brought the Farm to School .....	95
<i>Dan H. Gilson</i>	
Las Posadas .....	102
<i>Wilda C. Mette and Alta B. White</i>	
Painting a Frieze and Building Spiritual Values .....	106
<i>Ross L. Neagley</i>	
Teaching Ethics on the Playground .....	109
<i>Carl Neufeldt</i>	
The Right Kind of Homework Has Spiritual Values .....	113
<i>F. R. Park</i>	
The Children's Council Builds Character .....	116
<i>C. T. Thompson</i>	
Developing Morale in a School Faculty .....	120
<i>Wilbur A. Yauch</i>	
Schools of a Great City Seek Spiritual Values .....	127
<i>Erma E. Pixley, Amber Wilson, Maurice G. Blair, and others</i>	
CHAPTER IV. THE INDIVIDUAL CHILD AND THE INDIVIDUAL TEACHER FIND SPIRITUAL GROWTH .....	135
Teachers Think Together about Spiritual Values ..	137
<i>Bucks County Teachers' Forum</i>	
Some Ways of Creating Mutual Respect in the Classroom ..	143
<i>C. H. Elliott</i>	
Living at High Levels in a Large City System .....	146
<i>Mabel Kennedy</i>	

CONTENTS	PAGE
Case Studies in Ethical Values . . . . . <i>Thomas E. Robinson</i>	152
A Child's Trouble, the Teacher's Opportunity . . . . . <i>Herman Schreiber</i>	157
He Who Conquers Himself . . . . . <i>F. B. Smith</i>	159
Light on Today's Children . . . . . <i>Peter H. Snyder</i>	160
Whatever the Weather . . . . . <i>Juanita Steele</i>	165
Spiritual Values That Haunt the Memory . . . . . <i>University of Colorado Summer-School Students</i>	168
CHAPTER V. RELATIONS OF THE ELEMENTARY SCHOOL WITH OTHER INSTITUTIONS IN BUILDING SPIRITUAL VALUES . .	183
Working with Community Institutions in Developing Spirit- ual Values . . . . . <i>M. E. Coleman</i>	185
The Elves and the Shoemaker . . . . . <i>Vesta Haines</i>	188
To Work for the Blind Is To Think of Others . . . . . <i>Valine Hobbs</i>	191
School Camping and Character . . . . . <i>Peter H. Snyder</i>	196
What Values Shall We Cherish? . . . . . <i>Victoria Wagner</i>	201
CHAPTER VI. EVALUATION OF ATTAINMENT IN SPIRITUAL VALUES . . . . .	209
Evaluation in the Realm of Spiritual Values . . . . . <i>Genevieve Bowen</i>	211
Teachers Evaluate the Educational Climate . . . . . <i>The MacArthur School Ethics Committee</i>	214
A Suggested Approach to Evaluation of Spiritual Values . . <i>Lester B. Sands</i>	222

CONTENTS	PAGE
CHAPTER VII. SPIRITUAL VALUES IN THE DANIEL WEBSTER SCHOOL .....	227
Spiritual Values in the Daniel Webster School .....	229
<i>Staff Members</i>	
CHAPTER VIII. LOOKING FOR SPIRITUAL VALUES: A SUMMARY AND INTERPRETATION .....	241
Looking for Spiritual Values: A Summary and Interpretation	243
<i>Glenn E. Barnett</i>	
SELECTED REFERENCES .....	251
AVAILABLE YEARBOOKS OF THE DEPARTMENT .....	251
SPECIAL BULLETINS OF THE DEPARTMENT .....	252
RECORDS AND INFORMATION .....	253
List of Members, 1946-47 .....	254
State Associations of Elementary School Principals .....	339
Sectional Associations of Elementary School Principals ...	340
Local Associations of Elementary School Principals .....	343
Index of Persons .....	347
Subject Index .....	349



# Chapter I

## SPIRITUAL VALUES GIVE LIFE ITS HIGHEST MEANING

THE world needs better people and the schools can help in developing them. Healthy bodies and alert minds lay a foundation for good living but they are not enough. The directions toward which the good body and the good mind are turned are what give life its meaning and those directions are determined by spiritual values.

Schools have a profound responsibility for providing experiences for children of all ages that will lead them into lives of rich appreciations, creative expression, noble aspiration, and self-directed, cooperative service and leadership. Definite planning by wise teachers and principals makes these experiences possible.

In this chapter the chairman of the Editorial Committee explores the significance of spiritual values in planning the program of the elementary school. Those values that, when attained, make a finer person, of more value to one's self and to others, are recognized as spiritual values. They are developed thru creative experiences and stunted thru negative experiences. It is the responsibility of the faculty to become keenly aware that spiritual values are at stake in everything that a child does in his school living, to study the effect of existing school practices, and to develop a school atmosphere and program that will help the spirits of children to grow into something fine.



*Public schools, Atlanta, Georgia*

*Let the people of the world turn to schools everywhere to build, thru  
children, the spiritual values needed for a better world.*

# *Spiritual Values Give Life Its Highest Meaning*

By HAROLD V. BAKER<sup>1</sup>

*Principal, Daniel Webster School, New Rochelle, New York*

GOOD elementary schools do much more than help children to grow in knowledge, skills, and health—important as these are. In good schools children are helped to live on a high plane. They learn to understand and to believe in themselves; to get in tune with others; to have consideration for others; to enjoy learning; to appreciate and to gain satisfaction from competent achievement by themselves and others in skills, the arts, music, and literature; to begin to understand that there is order in the natural world that the mind of man can regard with reverence.

People sometimes say that the schools should develop spiritual values, not realizing how much the schools already are doing. For millions of children the schools provide ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit.

Usually these experiences come as the result of definite planning by wise teachers and principals. Sometimes negative experiences occur because of lack of planning and lack of understanding. Where the most satisfactory school climate exists for the growth of spiritual values there is likely to be an understanding of the meaning of spiritual values, of how they are developed, and of the responsibility of the school for their development.

## *What Are Spiritual Values?*

There is much that an individual can do to make himself a better human being, of more value to himself and others. He learns to do these things thru association with people, ideas, ideals, and institutions. It may be said that in these actions and associations he is attaining spiritual values. Those values which, when attained, make a

<sup>1</sup> Deceased, March 2, 1947.

finer person are spiritual values, be they generosity, fellow feeling, responsibility, integrity, appreciation of beauty, personal expression thru the arts, or some related quality of living.

Spiritual values cover a wide area. Part of the area is identified with the church and organized religion. But confusion arises if people restrict the meaning of the word "spiritual" to make it synonymous with the word "religious." The point of view basic to this yearbook is that spiritual values are not limited to the realm of religion.

Spiritual values in the elementary school, as discussed in this yearbook, are in no way inconsistent with religion but they represent an area of spiritual values that does not depend upon religious sanctions.

Something more is meant than ethics, morality, or esthetics. These latter words refer to systems or concepts that have been formulated on the basis of human experience but may be external to a given individual. Teachers are not concerned with ethics or esthetics for their own sakes but they are concerned about the spirits of children. The learner is a unit who should be growing toward individual and social maturity in many ways and one of those growing points is the human spirit within him. This it is that seeks perfection, is satisfied only with excellence.

The idea of spiritual values may be associated with the idea of living on a high plane. A human being has many needs and functions in common with the lower animals but he has insights, aspirations, and possibilities that are uniquely human. They represent spiritual values that are to be attained by good living in the natural world. Ideals of justice and cooperation, love of beauty, intellectual curiosity—such values and appreciations develop in human living.

Efforts to be more explicit as to what is meant by spiritual values lead into the dangerous path of trying to catalog qualities; the qualities overlap and they never entirely cover the field. One explanation of the term "spiritual values" in the same sense that is used in this discussion emphasizes these qualities as being characteristic of good living in a democratic community: cooperation, self-denial, tenacity, self-sacrifice, courage, kindness ("kindness provides the friendly warmth so necessary for all growing things"), generosity,

sense of duty, loyalty, justice, freedom, sensitivity to beauty, creative thought, and sharing in a common cause.<sup>2</sup>

Another organization of these ideas mentions the following as among the spiritual values the school should seek: respect for personality, increasing control over one's own destiny, loyalty to democratic group life, esthetic sensitivities and enjoyments, and moral fiber.<sup>3</sup> These listings do not fully define but they serve to illustrate what is meant by spiritual values.

### *How Are Spiritual Values Developed?*

Values are learned thru experience. A boy may learn, for example, to accept increasing control over his own life by many experiences in which he and his classmates feel zest and satisfaction in making plans and in assuming responsibility for carrying out activities that are important in the life of his group. The same boy, in a different setting, might learn to depend increasingly on other people to control his life, by many experiences in which he finds that praise and status come to him if he keeps silent except when called upon and if he readily obeys the teacher's directions without asking or caring why the directions are given. The learning occurs when the experience brings satisfying results and is acceptable to him because of the satisfaction that he feels.

Each day the boy learns something that helps or hinders him in accepting control over his own living. His learning may be negative. He may be learning to accept responsibilities and to follow thru with shabby performance. If his classmates and his teacher have different sets of values, he may be learning habits of defiance or deception, encouraged by the approval of his classmates; or, with wise teaching and a healthy school situation, his learning will be positive. But, in either situation, learn he will.

Altho spiritual values are unseen, they influence conduct that can be observed. Children develop spiritual values by observing and sharing in the conduct of adults or other children whom they admire.

<sup>2</sup> Brubacher, John S., editor *The Public Schools and Spiritual Values*. John Dewey Society. Seventh Yearbook New York Harper and Brothers, 1944, p 16-26.

<sup>3</sup> *Op. cit.*, p. 124-28

A child may come from a drab and colorless home to a school where beauty is valued. In such a school, dark paint in corridors and classrooms has been replaced by pastel tints. Children's art and reproductions of great paintings are on display, and are changed often. Pottery, tinted glass, and small sculptures—not too many—are found in classrooms and offices; they, too, are moved from place to place and admired and commented upon in each new setting. Art materials are plentiful for creative activities by the children. Teachers and pupils are fascinated by the charm of rhythmic motion in games and folk dances. Color and line are noted in sky and earth visible from the school windows and the playground; birds, trees, and flowers are watched thru the changing seasons. Something happens inside the child as such experiences are shared in months and years of school living. He sees and is stirred by beauty that, without this learning, he might have missed all the rest of his life.

Some children spend six years or more in the elementary school without learning that learning can be fun. Mastering a new process—in arithmetic, in art, in the use of books—can be a zestful experience, especially when the process is one that is needed in completing some undertaking in which the class is engaged.

"To make good" or "to come thru when needed" are high goals in the child world. As each individual learns to play his part his whole personality grows and warms under sunny smiles of approval. Thus the individual grows spiritually in his love of his fellows and his sense of obligation to the group.

The skilful teacher senses the spiritual value that derives from successful achievement in any phase of school work. Intellectual insight and creative thinking bring a thrill to the thinker, whatever level of accomplishment he has reached. If the experience is renewed at successive levels of maturity, the child learns to use his best abilities with confidence. The learner is always encouraged to do his best, and to do something better than what used to be his best. The school sets the stage for experiences in successful achievement and helps the child to make the most of them.

Positive spiritual values develop in a favorable atmosphere. Edu-

cators have no choice as to whether or not the value systems of children are to be influenced by school practice; but educators do have a choice as to kinds of influences they will seek to develop.

### *What Is the Elementary School's Responsibility?*

Men are working in different ways to meet the world's need for good people. The school is only one of many forces; no one group has a monopoly. The home has an influence; the school has an influence; the church and other groups have an influence. It is a principle of good spiritual development, however, that the individual not be torn by divergent forces and influences. The overlapping efforts must be going in a common direction. Religious teachings, for example, are not a responsibility of the school; but should the schools be rightfully accused of failing to lead to better living, that would be a serious charge and just ground for severe criticism.

The first responsibility of the elementary school in developing spiritual values is for the teachers and principal to be keenly aware of the fact that some kind of learning is going on constantly either to build up or tear down spiritual values. The life directions of children are being changed, for better or for worse, by this learning.

A second responsibility is for the faculty to be aware of its own values and to study the school environment and particular administrative and instructional procedures to see what values are being developed and what values are being thwarted. Is it essential, for example, to develop a sense of community and mutual respect among pupils? If it is, what does the school do to encourage fellow feeling and cooperation? Do any of the school practices or activities create snobbishness or unfriendly competition?

Is it important for each child to develop a sense of belonging, of being useful, of being wanted? If it is, if these feelings build the individual ego without which spiritual values fall on barren and shallow soil, what does the school do to build self-respect and confidence? Does any practice tear down a child's faith in himself?

A value usually held to be basic in democratic education is to lead

children toward a love of freedom combined with a sense of responsibility for making wise choices in the exercise of freedom. One might say that it is inconsistent with this emphasis on individual responsibility for a teacher to be shaping classroom practice toward spiritual values that the teacher has decided upon in advance without consultation with the learners. There is no inconsistency, however, because the teacher who holds the love of freedom and the acceptance of responsibility to be important will help the children to understand, to be aware of alternatives, and thus to be free to choose wisely.

The third responsibility of the school is to develop the school atmosphere and school program that will help the spirits of children to grow into something fine. The child must be accepted at school just where he is when he comes from home—from the first hour he should know that in this school he really belongs and really counts as a person. But there should be no doubt on the child's part that the school expects him to be an excellent person.

Adults in the school should treat children with courtesy and consideration. An adult can give a child a feeling of dignity by listening attentively to what he has to say, by giving him time to express himself, by assuring the child who needs reassurance that he can do better another time, and by giving recognition to a child who does something exceptionally well in terms of what he is able to do. The child should know the principal and the teachers as his good friends, with whom he can feel secure and confident. "Every teacher has spiritual effect on his pupils in many ways."<sup>4</sup> Sometimes a teacher who is only average in intellectual attainments has helped children grow into fine human beings thru showing respect, love, and interest in each child.

The school should be a serene place. Such simple things should be considered in the school as avoidance of cluttering, reduction in the number of pictures in corridors, responsibilities of the proper size, and simple programs that do not excite everyone.

Even in a school building that is not beautiful in itself a love of the beautiful can be learned. Children can become so conscious of beauty that they will not deface property. Children can learn to re-

<sup>4</sup> Brubacher, John S., *op. cit.*, p. 123



spond inwardly to music, both in hearing it and in creating it. The power of music to enrich the lives of children is so great that schools should do far more than at present to surround children with the beauty of sound. A collection of good records makes it possible to greet the children with inspiring music as they enter the building in the morning. In band, orchestra, and glee club, boys and girls can learn the loftiness and depth in music thru creating it themselves.

What is done is less important than how it is done. Many things will be done differently when the spiritual growth or possible spiritual stunting of the child is clearly taken into account as one of the outcomes of every school activity.

To evaluate spiritual development is difficult but not impossible. An older boy, after working with a group of younger children, was asked what, if anything, he had learned. His reply was "Patience, and how!" He did not need a formula to evaluate his experience, but he did need to know that patience was something to be learned. If the desired values are known, there can be some conscious evaluation of growth toward them.

And further, there must be faith that there is more spiritual growth than is apparent on the surface. One person, after thirty years, still responds to the challenge of the teacher who said, "John promised to do this for us and you know that if he promised, he will do it." Many teachers whose former pupils have become adults have been told of remembered classroom experiences that have been lifelong sources of strength.

A schoolhouse was the scene of surrender at the close of hostilities in April 1945. No more fitting place could have been found in which to end a war. The school seeks to build and to make a better world. It is a place of hope for the future. Let the people of the world turn to schools everywhere to build, thru children, the spiritual values needed for a better world.

---

*The members of the Editorial Committee are taking the liberty of adding to the foregoing statement several quotations from letters written*

*by Mr. Baker over a period of weeks in 1945 while the outline of the yearbook was being developed. Informal and unstudied tho they are, they throw additional light on the meaning of the yearbook topic, as thought of by the Committee chairman. In these letters he was defending the use of "spiritual values" in the title rather than some other phrase and was explaining further what he had in mind as to the scope of the book.*

I realize fully that "spiritual values" is a ticklish topic to handle. That doesn't mean we should be afraid of it, we should just be as careful as possible. It was ticklish for the Wright brothers to try to fly, but look what we have today because they were willing to risk it. . . .

I gave thought to the list of titles. Only one, at the moment, appeared as possible to me, "ethical and esthetic values in the elementary school," but I am not yet ready to trade. In my work here I am not so much concerned with ethics and esthetics for their own sakes but I am really concerned about the spirits of children.

I like your "blur of sweetness and light." It is a fine expression. That may be all we can accomplish, tho I hope we can do much better. But the world needs a lot more sweetness and light, even if it comes in a blurred form. . . .

To me a child has a spirit, and we in the schools can do much to help that spirit grow into something finer and finer. That is why up to the present I have such a longing to hang onto the word "spiritual." It is true that a child should have "ethics" and "character," but, to me, those are something from without, while the spirit is something already within. An ethical value may have little worth, but a child's spirit has tremendous worth. . . .

As yet I am not afraid of the linking in the minds of others of "the public schools and spiritual values," with "religion and the public schools." We have all been very fuzzy in our thinking in that regard. Possibly we can help to clear things up.

It appears to me that if spiritual values are to be attained at all, they must be attained by living in the natural world, and the public school is concerned with living in the natural world. Some things, of course, must be left to the church, but possibly not as much as we once thought. . . .

This yearbook will make a contribution if it does nothing more than clarify issues and definitions. Even a well-known professor of elementary education in this area was talking to me the other day and implied that one could not think of spiritual values without considering religious education.

Spiritual values cover a wide area. Part of that area belongs to the church and organized religion. But the school can work in far more of that area and still be within American traditions than is generally believed. . . .

What does the elementary school do that makes an individual a better person? That is the theme of the yearbook. Maybe we can even help some of the others—the home, the church, community agencies—to do their job a little better. . . .

We can serve an important purpose by demonstrating that this is an important part of elementary education. Some teachers are afraid to hold up the class in arithmetic problems to deal with a child's problem; when they deal with spiritual values they sometimes feel that they must work it in as something extra. This is an important thing to do in itself. . . .

Tool subjects do have laws, and these are to be learned and understood. But we are most interested from this viewpoint in what their mastery and use will do for the "spirit" of the child.

Someone who has developed a wonderfully expert method to teach some skill in arithmetic will tie that up and never think of what has happened to the inside of the child in the process and of course that is what we are most interested in, rather than the attainment of a certain degree of skill. . . .

We can do far more than we are doing in the twelve years we have in the public school to live with each child. What the school can do in the realm of spiritual values is to open doors for the human spirit. Some pupils enter them; some do not. . . .

To me, in the matter of evaluation, the most important thing is to set up the values so clearly that they will be recognized. Then even a child can do, in some rude fashion, his own evaluation. . . .

Important in this connection is the question as to whether the child has achieved his best. Mr. ——— wrote me asking how we evaluate the social growth of kindergarten and primary children. That is really part of our problem, and I find it isn't too easy to answer. But we do know when children show social growth. . . .

Something happened yesterday which might be appropriate. In the kindergarten where a new child who had never before been in school was visiting, in order to become acquainted with the kindergarten before entering school next fall, she looked up at the teacher after having had some experience in the room and said, "You're nice—like my mother."

For my own spiritual nourishment I sat in the auditorium all alone yesterday afternoon while a sixth-grade girl was practicing on the organ; but how can you get that into a yearbook. . . ?

Spiritual values do wither in transit. We will have to try to do the best we can and get them into the yearbook in as fresh a fashion as possible. . . .

Spiritual values will be high in this building tonight when seventy or more children give an instrumental program that will almost take one's breath away. It has gripped many an adult so he sat with tears in his eyes. It is the best thing of its kind I have ever known for children nine to twelve. I know it emphasizes spiritual values.

*The heart of the spiritual task . . . is the organization and the maintenance of a community that makes possible a good life for all of its various members. . . . Schools . . . can be considered positive forces in the spiritual life of the American people only to the extent that they strengthen, and do not weaken, the democratic community.*

—JOHN L. CHILDS

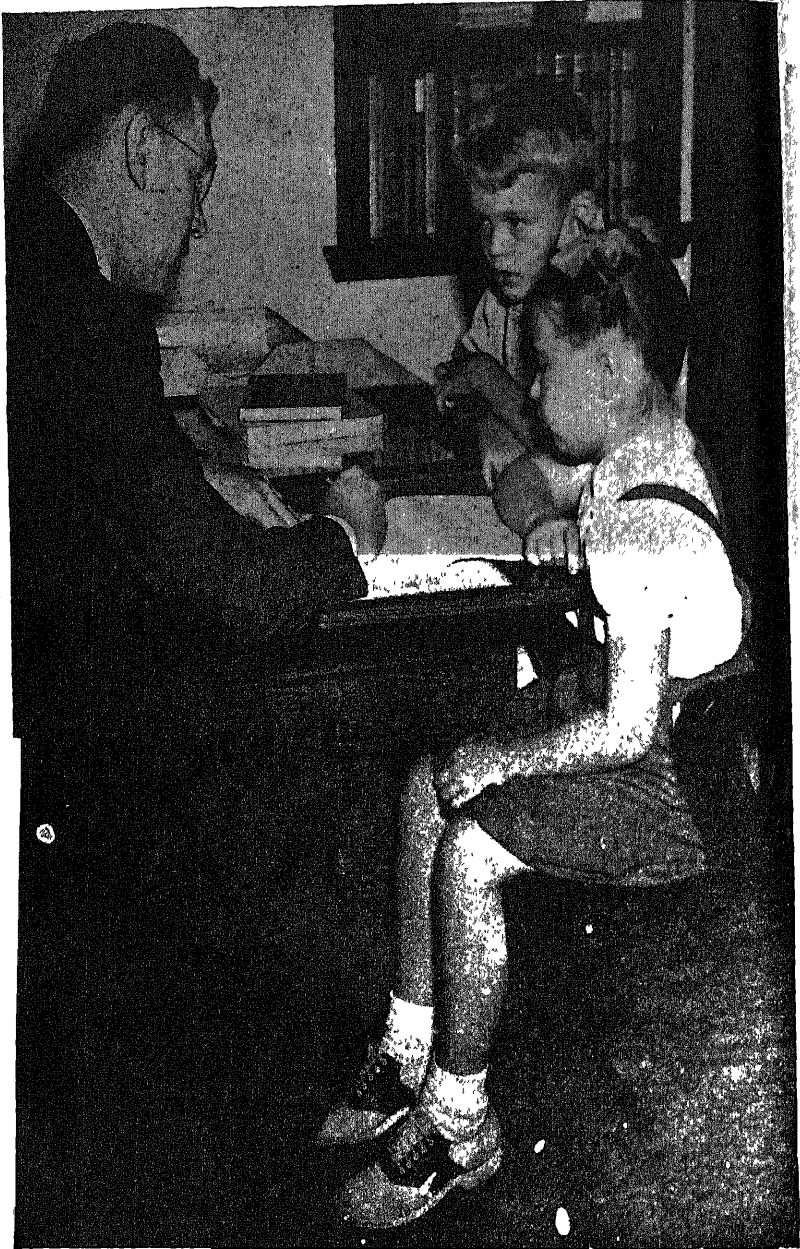
# Chapter II

## THE SCHOOL PROGRAM AS A WHOLE CAN BUILD SPIRITUAL VALUES

THE elementary school is a place of beginnings for likes and dislikes that lead to the setting up of life values. The right kind of school can start a child in the right direction. Many schools actually do raise the levels of living in their communities by the influence they have on the lives of individual pupils.

It is important to recognize that this kind of school experience is significant in itself—not something to be squeezed into the school program over and above the essentials but something that is itself essential.

In this chapter overviews are given by eleven different authors of efforts to develop school programs as a whole in the direction of building spiritual values. Emphasis is given to encouraging friendly cooperation among children from many cultural backgrounds, developing a sense of responsibility thru progressive assumption of heavier tasks, giving many opportunities for the appreciation of beauty and for creative expression thru the arts, building a sense of esprit de corps and pride in all the cooperative activities of the school, promoting mutual respect and kindness in all the human relationships in the life of the school, and maintaining a school atmosphere of happiness and serenity.



*Public schools, Cincinnati, Ohio*

*The right kind of school can start a child in the right direction.*

# *To Live Together Well Has Spiritual Value*

By T. ALLASINA

*Principal, Bailey Gatzert School, Seattle, Washington*

**B**AILEY Gatzert School is located in an area of low incomes in which there has been much transiency during the past few years. The community at one time was nearly 100 percent Japanese. When they were evacuated their places were taken by many groups. A low-cost housing project, limited to families with incomes not above \$1500 a year, sends many pupils to the school.

Most of the city's Chinese children and many Negroes are enrolled. In 1945-46 the 850 pupils included 125 returned Japanese, 110 Negroes, 85 Chinese, 60 Filipinos, and a few Indians, Hawaiians, and Mexicans. Perhaps because there is such a mixture, the children themselves do not seem to be especially race conscious.

In his first year as principal of the school, the writer was surprised to find that the problems, great as they are, seem no greater than one finds in other school districts. They are perhaps different but also challenging and fascinating.

A favorable environment is provided by the school building, a large beautiful brick structure having twenty-five teachers in grades from kindergarten thru the sixth. Well-equipped gymnasium, auditorium, and special rooms provide opportunities for group activities and services.

Of even greater importance as a favorable factor in this period of teacher shortage is the faculty. All of the teachers have been in the building for some years except three new recruits. Most of the teachers are adept in handling various groups and races.

Race problems were discussed at the first teachers' meeting. Special thought was given to the return of the Japanese children. The problem was attacked with the idea of recognizing contributions made by all races. In the music classes, art, social science, and other fields,

the various contributions were stressed. These good qualities were pointed out during assemblies.

### *American Education Week a Focus for Group Spirit*

This year seemed an opportune time to present a pageant in which all groups would be represented and their contributions stressed in building the United States of America. The proposal was discussed in a teachers' meeting and decided upon as a part of the celebration of American Education Week, along with an open-house event. Each teacher contributed, thru her group, the part of the pageant that was being discussed in her classes.

The narrators were prepared in the reading classes, the songs were learned in the music classes, and the dances of each nation were mastered in the physical-education classes from the primary thru the sixth grade. Social-science classes dramatized the periods of development, such as the "Pioneer Days" and "Development of the West." The second grade studied Indians and contributed the Indian dances. The Chinese children chose to sing the "Chinese National Anthem."<sup>1</sup> A chorus of Negro children sang Negro spirituals. The Japanese decided on a dance in colorful costume, while the Hawaiians gave the "Song of the Islands."<sup>2</sup> All in all, a beautiful pageant, "Americans All," depicted the part played by all nationalities in building a glorious United States of America. The groups were proud of their contributions. The spirit displayed by the participants proved the value of the performance.

A capacity crowd enjoyed the performance, all races being well represented and pleased. Thru performances of this kind a friendly spirit can be fostered and racial discrimination reduced to a minimum. All the children feel proud to belong to the Bailey Gatzert School.

### *The Spirit of Thanksgiving*

For the all-school assembly before Thanksgiving the children presented several plays which portrayed the feeling of thankfulness for peace.

<sup>1</sup> Guenther, Felix *Anthems of the United Nations*. New York: Edward B. Marks Music Corporation, 1942, p. 8

<sup>2</sup> King, Charles E *Song of the Islands*. New York: Edward B. Marks Music Corporation, 1915.



A third-grade group enacted the flight of the Pilgrims to Holland and America and ended with a prayer for freedom of worship.

An interesting version of Thanksgiving was given by a fourteen-year-old Chinese boy, recently brought over from Okinawa by American soldiers stationed there during the war. He read a story he had written, "Why I Am Thankful on This Thanksgiving."

### *Christmas and the Spirit of Joy*

The Christmas season is a wonderful opportunity for spiritual values in a school. Various means can be employed to enhance the feelings of reverence and joyful sharing. During the week preceding Christmas, the music classes took turns singing Christmas carols in the main hall. Two assemblies were held; each group enacted the "Christmas Story" with a large chorus supplying the music. It was arranged in this manner to accommodate parents who wished to come, as the auditorium is not large enough to receive all the patrons at one time.

On entering the lobby one observes a beautiful picture, with a caption to fit the picture. The picture is changed frequently. Usually the subject is a religious one and the significance of the picture is discussed in classes. Altho the major emphasis is on the art value, the religious value is also recognized in seeking to understand the true spiritual meaning of the picture currently on display.

As the year rolls on, the aim in the school is to develop in everyday activities and experiences the spirit of responsibility and cooperation that is expressed in the motto of unknown authorship lettered on one of the school bulletin boards:

I believe in hands that work,  
Brains that think,  
And hearts that love.

# *Building Esprit de Corps in a Rural School*

By SISTER M. GERTRUDE ANN BROWN, O.S.F.

*Head, Education Department, and Director of Student Teachers, Briar Cliff College, Sioux City, Iowa*

RURAL life provides an ideal laboratory for the teacher who wants to develop spiritual values in her pupils. If she is able to recognize and to appreciate the privilege of teaching in an environment conducive to spiritual growth, she will find in a rural area many opportunities for promoting the ethical, the esthetic, and the emotional development of her pupils.

Unless the teacher herself is thoroly imbued with these values, it will be futile for her to attempt to develop them in her pupils. The purpose of this article is to show what can be accomplished thru the influence and leadership of a teacher or principal in whose personal life spiritual values form an integral part and whose zeal for sharing these values with others makes her worthy of the name *teacher*.

## *Starting with Attitudes*

Ann Hurley is principal of the Burnsville Consolidated School. Burnsville is a typical small town of a thousand inhabitants. The consolidated school draws half its pupils from the town population and the rest from near-by farms. When Miss Hurley was appointed principal at Burnsville, she realized that conditions would be somewhat different from those she was used to in a city school; but she loved the country and welcomed the opportunity of working in a rural district, away from the noise and commercialism of the city. She was prepared for the inconveniences and handicaps of a small school, but her first faculty meeting revealed an unexpected problem—the other teachers did not share her enthusiasm for rural life. Some considered themselves martyrs who were sacrificing their abilities out in the “sticks” for boys and girls who would never amount to anything more than farmers like their parents. Other teachers

took a jovial attitude about having to turn "hayseeds" for another period of nine months.

Miss Hurley could foresee the attitude of the children upon whom these teachers had been exerting their influence for several years. Her expectations were confirmed the first day of school. She noticed that pupils from the farms had a pronounced feeling of inferiority, while those who lived in town had a supercilious air that bespoke contempt for anything rural.

After several months of persistent effort and tactful suggestions, Miss Hurley succeeded in awakening the teachers to the positive aspects of rural life and to a desire to give the children of Burnsville an appreciation for the better things in their environment. They spent their faculty meetings planning ways and means of developing spiritual values in the lives of their pupils. Miss Hurley's enthusiasm and encouragement was largely responsible for the achievement of this end. By keeping in close contact with what was going on in each classroom, she was able to note a gradual but remarkable growth and improvement in the right direction.

### *Planning Emotional Development*

Because so many of the farm children were ashamed of their occupational status, they displayed emotional disturbances that could be remedied only by getting at the source of the trouble. The teachers tried to increase the children's feeling of security and self-confidence by emphasizing the importance and the dignity of farm life. Miss Hurley stopped at the sixth-grade room one day when the children were having a lively discussion on the question of whether or not one needs "brains" to be a farmer. "What do you think about it, Miss Hurley?" asked one little farm boy who was strongly upholding the affirmative.

"Why of course farming requires intelligence, that is, if you want to be a *good* farmer. In fact, there are so many phases to this business of farming that one should have a good education as well as a good mind in order to be able to solve effectively the many problems with which a farmer has to deal."

"But, Miss Hurley, don't most people believe that all farmers are stupid and uneducated?" asked Jimmy Simmons, whose father owns the only department store in Burnsville.

"People who don't know any better sometimes make statements like that, but any one who stops to think will realize that farming is much more complicated than holding a job in a factory, for example. There are so many different things that a farmer has to know and so many decisions that he has to make." Miss Hurley then launched into a discussion of the kinds of farm problems that call for intelligence and skill.

Besides building up the self-respect of each child, the teachers worked hard on developing respect for others. Many children came from homes that lacked cultural training and even the ordinary social amenities of daily life. This only increased their feeling of inferiority. Miss Hurley and the teachers planned the school calendar so that the children had many social functions where they had an opportunity to put into practice correct forms of etiquette. Several times when the parents were invited to teas and entertainments at school it was evident that the social usage learned by the children at school carried over into the home. Introductions were made easily and correctly; table manners, too, corresponded at least to the basic principles of accepted form; and the children revelled in playing the part of hosts and hostesses to their parents and teachers.

A child's attitude toward his schoolwork has a decided effect upon his emotional stability. If he hates his classes and can see no reason for doing the work of the classroom, he will make little or no progress and probably will develop undesirable character traits because of his failure. Therefore, it is important that the type of curriculum offered in a school fits the needs, interests, and abilities of the particular children concerned.

Miss Hurley recognized this deficiency at the Burnsville School. Before she began her second year as principal, she succeeded in adding several new courses that are of special value to farm children. A course in arts and crafts was introduced for the seventh- and eighth-grade boys. The principles learned in this class, as well as the actual

productions, resulted in artistic furnishings and practical equipment in the homes. This activity also served as an excellent means for creative expression. Some pupils whose personalities had suffered from repeated failures in other classes, "found" themselves in arts and crafts. They developed initiative, perseverance, a sense of responsibility, and most of all, a feeling of achievement that gave them a new hold on life.

The seventh- and eighth-grade girls were given a course in foods and clothing, which achieved many of the same purposes that the course in arts and crafts did for the boys. Stress was placed upon the nutritive values in the different foods, and planning balanced meals. The problems discussed were mostly those of the farm wife, and many of the girls' mothers became so interested that they asked the teacher of home economics to conduct a night class for their benefit.

In the study of reading, arithmetic, social studies, and language, more emphasis was placed on the interests of rural children. For instance, the pupils learned to write business letters by actually ordering such things as garden seeds and flower bulbs. Their floor talks centered around their daily experiences on the farm or town. The problems in arithmetic had to do with the buying and selling of farm produce or similar phases of business farming.

The social and emotional development of the Burnsville children made rapid progress after some form of organized recreation was provided. Until Miss Hurley made her appearance at Burnsville, there was no form of organized recreation for the school children outside of school hours. Juvenile delinquency was exceptionally high for a small town. Before long, Miss Hurley influenced the members of the town board to convert a certain zone into a playground and to provide supervision for its use after school hours and during the summer months. In the winter time, the school gymnasium became a recreation center. Folk dancing, singing, one-act plays, card games, and other activities provided some form of entertainment for the whole community. There was no dearth of home talent, and everyone from the youngest first-grader to oldest pioneer took part at some time or other. Besides the enjoyment of wholesome recreation,

many less tangible but more important effects were evident in the form of personality development, social adjustment, and emotional maturity.

### *Developing Esthetic Values*

Miss Hurley believes that a love and appreciation for beauty in any form is part of the development of spiritual values. Many of the experiences that contributed to emotional development also improved the children's esthetic sense. The classes in arts and crafts developed the pupils' artistic sense in home furnishings and interior decoration, altho on a very elementary level, of course. In the foods and clothing classes they learned how to set a table artistically and how to dress according to good taste. But only the upper-grade children took these courses, and Miss Hurley was convinced that one should begin in the kindergarten to give children an appreciation of beauty. Consequently, every grade included music appreciation, children's literature, and art in the weekly program.

To begin with, the school had no record player nor records of classical music. To make a start, one teacher brought her machine to school, and several others contributed records. Later the schoolboard provided a record player and more records. A schedule was worked out so that every grade had at least one period a week when the children could listen to classical music. It took almost a year before they showed signs of real appreciation and enjoyment, but then their love for good music seemed to grow by leaps and bounds.

When Miss Hurley took an inventory of the library books, she knew that she had to take immediate action regarding the purchasing of some worthwhile children's literature. Most of the boys and girls were satisfying their desire for stories by reading the comic magazines, Western stories, and cheap series books that they passed from one to another. They were not familiar with the children's classics that thrill so many youngsters.

Each teacher arranged for a literature period at least twice a week; some managed to have one every day, during which they read aloud for the pupils' enjoyment some of the choicest books in the field of

children's literature. More and more children began to ask where they could get books like those their teacher read to them. This demand resulted in the organization of a central school library, stocked with new story books for children of every age and interest. Books were borrowed from the state library and the county library to augment the number newly purchased.

In order to develop in the children an appreciation for art in pictures, the teachers made use of materials at hand. Several classrooms had good pictures hanging on the walls; others were purchased so that each room had at least one acceptable reproduction of a beautiful picture. Early in the school year the teacher in each room acquainted her pupils with the story behind the masterpiece and something about the artist. The children enjoyed repeating this explanation to visitors and to pupils from other rooms. The pictures were changed from room to room. By seeing these pictures every day, the children received a more lasting impression and became better acquainted with the masters and their works than if they saw the pictures only during an art appreciation class. Also, more attention was given to encouraging imagination and creative activity in art in the pupils themselves. The teachers noted how the children carried into their homes the esthetic values they learned at school. Walls that had been cluttered with cheap pictures were given a new coat of paint and then adorned with one or two pictures that had become special favorites of the children.

### *Teaching Ethical and Religious Values*

A child's moral development requires careful consideration by parents and teachers. Unless he has correct ideas of right and wrong conduct, and unless he is given worthy motives for living a good life, his actions will be governed by expediency rather than by principle. The principal of Burnsville School believes that in order to develop spiritual values in children, it is necessary to go to the Source of goodness, beauty, and truth. From her the children learned to raise their hearts and minds in reverent thanks when they saw the beauties and wonders in nature. One day the second-grade pupils presented

Miss Hurley with a booklet that they had made. It was entitled "We Thank You, God." Each page was devoted to one particular gift for which they were thankful. The children's illustrations and sentences showed how the development of spiritual values had become an integral part of such classes as art and language.

Activities and classes in citizenship provided occasions for emphasizing the importance of practicing such virtues as obedience, charity, justice, honesty, truthfulness, and patience. The children found many opportunities thruout the day for making these qualities a part of their lives. Of course there were violations of good conduct at times, but usually the social disapproval of the rest of the children was so strong that the teachers did not have to say much to the offender.

### *Conclusion*

To imbue our pupils with spiritual values is a gigantic task. Thru the concerted efforts of the whole teaching staff and with the leadership of a principal whose own life is characterized by spiritual values, the end can be achieved, at least in part. The rural teacher who is willing to dedicate her efforts and talents to the noble cause of developing spiritual values in those under her charge will find new meaning in Shakespeare's words:

And this our life, exempt from public haunt,  
Finds tongues in trees, books in the running brooks,  
Sermons in stones, and good in every thing.

*Poems, paintings, statues, scientific systems, and philosophies are achievements by which man has expressed and satisfied his distinctively human love of beauty, intellectual curiosity, and search for goodness—in short, those passions for perfection which in their sum constitute his spiritual nature.*

—RALPH BARTON PERRY, *One World in the Making*



# *Developing Student Responsibility*

By MARGARET O. DISCHER

*Principal, Lakeside School, Pine Bluff, Arkansas*

THE sense of responsibility is not one of mushroom growth, nor is it a tool that an amateur can use successfully without some training or experience. Its development accompanies the growth of the child; and, like character building, its progress is influenced by environment. During the child's early years, the home environment provides this necessary training. At the age of six, the school shares the problem. With such an important charge laid in its lap, how can the school best fulfil its obligation?

## *Let the Duty Fit the Child*

An ingenious teacher will create situations calling for the child's own judgment and decision. When the first grade gave a tea for their parents, the children had complete charge. They were given a certain amount of money with which to purchase the refreshments, paper tablecloth, napkins, and cups, and returned the change to their teacher. One six-year-old staunchly refused to let his mother accompany him as he set out in the rain to buy candy for the party. At the tea each child introduced his guests and escorted them to the "tea table." The thrill of responsibility at six!

Opportunities for developing student responsibility in the classroom are numerous. Most common of these is the monitorial system where pupils are assigned special duties such as watering flowers, feeding the fish, erasing the boards, caring for the library, being host to visitors, distributing materials, and performing errands. Children guided by the teacher can take over the room decoration, bulletin boards, assembly programs, and make plans for the day's routine.

Care must be taken, however, that these assignments and duties do not become unpleasant tasks, haphazardly performed. By attaching an air of importance to each office and praising work well done, the teacher can encourage each one to a better fulfilment of his re-

sponsibilities. Also, she must see that responsibilities are shared among all the members of the class.

Completing daily assignments is the most common responsibility given children and the one most often evaded. Here the teacher is truly challenged. Her problem is to seek the cause of any negligence and to provide an incentive to see the task completed.

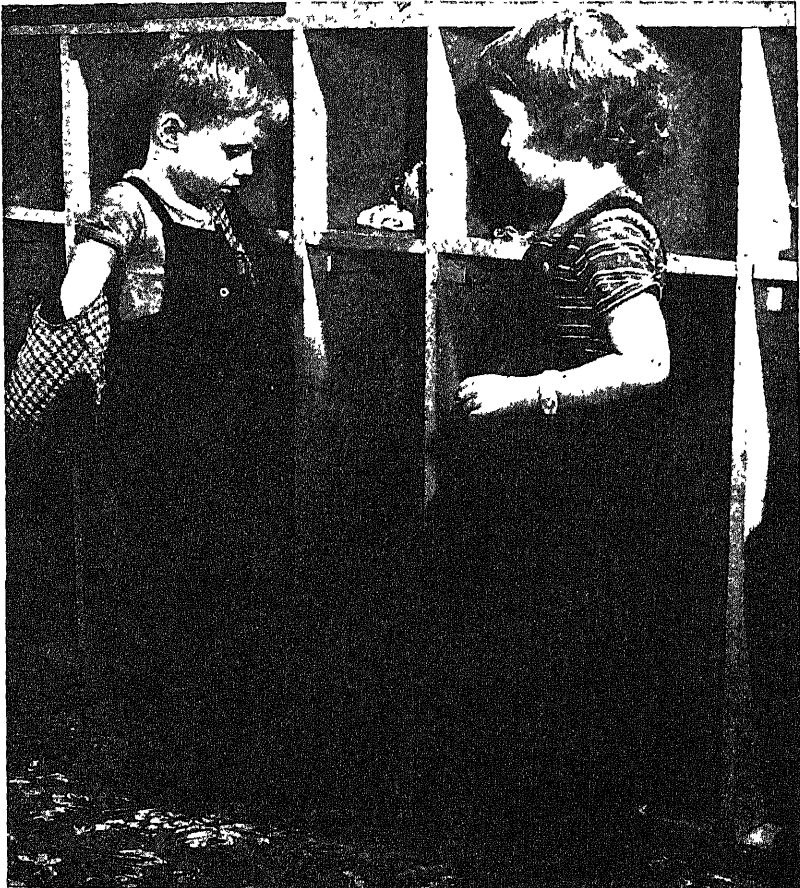
Responsibilities that are natural outgrowths of schoolroom situations are most effective. Measuring the softball diamond after the grounds have been graded and laying off the boundaries for a new outdoor basketball court give the arithmetic lesson a new importance. Caring for the room becomes more significant when the children discover that the janitor is ill and all are called upon to help.

Opportunities are not restricted to the classroom. In a school where the principal depends upon student help in the office, the students may become proficient in their duties and render great service to the school. Names of the office helpers and their periods of duty are posted. Different responsibilities are assigned thruout the day. A student chairman is in charge of the group, sets up the schedule, and sends a substitute if the regular helper is absent. Students who forget to report at the office at the appointed time or neglect their own class work forfeit the privilege of continuing office service. Occasionally a situation arises when the student is forced to rely upon his own judgment. Such an incident came up recently when the principal was out and an eighth-grade girl was on office duty. A small girl entered the office and asked permission to use the telephone. Annoyed at getting the wrong number and confused answers, the child angrily raised her voice at the unknown listener. The office girl quickly intervened. In her most pleasant tone, she offered explanations and apologies to the other end of the line, then broke the connection and got the correct number for the little girl.

### *Responsibilities for Leadership*

One important opportunity for developing responsibilities lies in service on the traffic squad. This work is a service to the community as well as to the school. But providing safe conduct for the children is only one of the duties. The traffic squad stands ready to serve when-

ever help is needed: maintaining playground order, assuming definite stations during fire drill, protecting school property, and in general, promoting good school spirit. To gain one of the coveted positions is every boy's secret ambition. Once attained, he works earnestly to fulfil his obligations and hold his post. The position is a challenge to the best in the boy. Occasionally, qualities of marked leadership are uncovered. Such was the case of Walter, a tall, awkward country boy with no outstanding talents, except eagerness to do his best. He was given a traffic post as a challenge to overcome his shyness



*Public schools, Glendale, California*

*Responsibilities that are natural outgrowths of schoolroom*

and lack of confidence. The response was almost miraculous. Walter fairly blossomed out under the responsibilities of his office. His devotion to duty, friendly manner, big smile, and ready hand endeared him to teachers and pupils alike.

Perhaps the greatest test of student responsibility is the carrying on of a class without a teacher present. One school became particularly interested in such training and tried it out in all the grades. The children loved it and rose to the challenge of the responsibility placed upon them. They conducted opening exercises, checked roll, collected lunch money, and made out lunchroom reports. Occasionally the teachers made it a point to be absent when the morning bell rang, in order that the students might exercise this responsibility. Once, when an emergency arose, a class was left to its own resources for an hour until the substitute arrived. The class president took charge and opened a discussion of current events which was followed by a special report previously assigned. The responsibility placed upon the leader and each member of the class was so clearly understood that these children worked at their highest level of performance.

### *Opportunities for All*

Opportunities for pupils to exercise significant responsibilities are not numerous, and should be rotated. It is well, also, to provide general duties that can be performed by the entire student body. In the cafeteria, each child can help by disposing of his paper napkin, straw, and milk bottle top as he leaves the table and placing the empty bottle in the rack as he starts up the stairs. He can make it a duty never to pass by a piece of paper on the school ground without stopping to carry it to the trash container. He can give information and assistance to a visitor in the halls. Above all, he must always remember that he is just one of many, with responsibilities to share, and that it is important for him to do his part.

Children love responsibility. They come to school with a feeling of importance and in a receptive mood for achievement and recognition. They must not be disappointed. Providing opportunities that will satisfy this urge and help children to discharge satisfactorily the responsibilities of living is a challenge no school can ignore.

# *Adventuring in Spiritual Development*

By ELSIE E. GREEN

*Principal, Whittier School, Washington, D.C.*

THAT "the song is to the singer, and comes back most to him" is a well-known axiom. Certainly, as we live serenely in our large city school, we are eternally grateful for the constant evidence of pupil and teacher cooperation in efforts to make and keep our school a happy and beautiful place.

## *Organized for Service*

Neat, dignified Boy Patrols hold weekly meetings with their teacher adviser to consider the character and standards of their service to their school; to plan for better assignments and replacements; and to organize occasional safety drives and talks to the younger children whose safety is their especial concern.

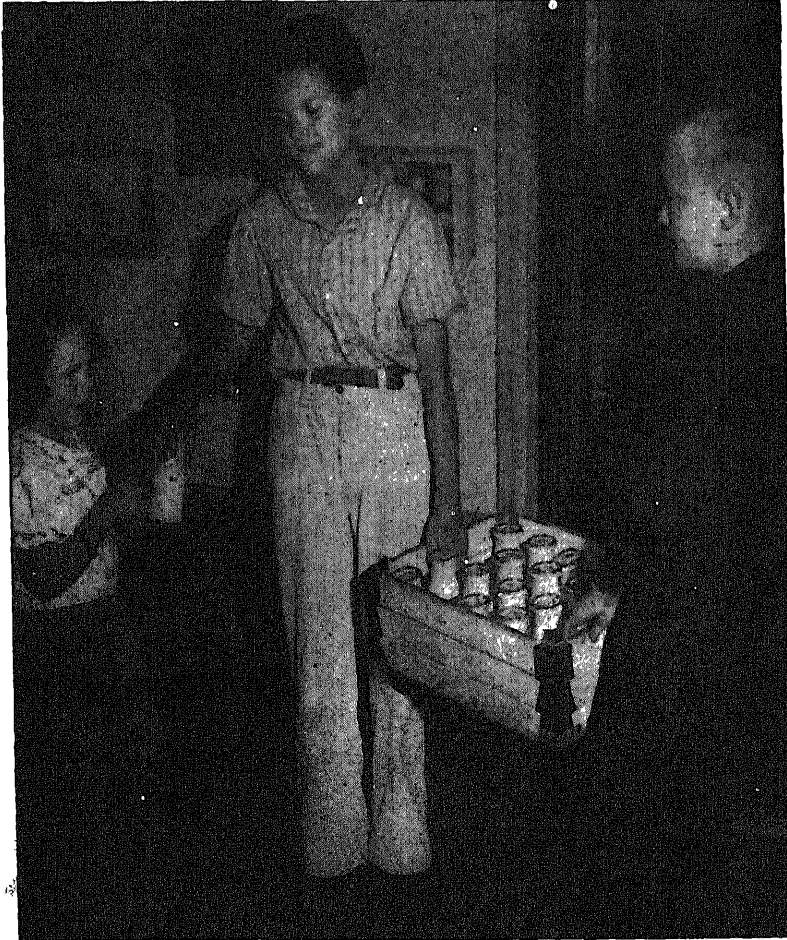
Upper-class girls, known as the Girl Aides, hold similar weekly meetings with their teacher guide to plan for service assignments in lunchrooms, corridors, playground, and lavatories, where they, too, assist in caring for the well-being of younger pupils.

Members of the Milk Service Corps recently were honored in assembly for their loyalty, dependability, and good manners in serving the milk for the midmorning lunch and later collecting the bottles. Their slogan, "We Deliver Health at Whittier," recognizes the large aim toward which their humble duties are directed. Their teacher sponsor was as proud as they were of the appreciation displayed by the students for the unglamorous service so well rendered.

It may be added that this midmorning lunch provides a pleasant social situation for developing good manners among our younger pupils, and that the little "grace" before eating represents growth toward desirable food attitudes.

The student council of the school, composed of one boy and one

girl from each class above the second grade, meets weekly with the principal to plan for improvements which can be made on the part of the pupils and to bring up problems that are interfering with the welfare of students. These meetings bring together many points of view from older and younger groups and from both sexes. The coun-



*Public schools, Vallejo, California*

*Members of the Milk Service Corps recently were honored in assembly for their loyalty, dependability, and good manners in serving the milk for the midmorning lunch*

cil is serious in its feeling of responsibility for school operation and standards.

This spring the fourth grades organized rotating inspection squads for constant surveillance of the cleanliness of building, walks, and grounds. Since these children had been the chief offenders, thru carelessness, we note a growing feeling of responsibility among them for good appearance of these areas.

Interrelationships of older and younger children in these building service groups have promoted better understanding among age levels, as well as a joyous cooperation in a program of responsible service to the school. Their constant critical evaluation of school appearance and procedures has made them alert to its needs and potentialities.

Within most classrooms, also, one discovers more or less formal "room service clubs," whose ever-changing officers and committees are charged with duties concerning class management of materials, use of time, and personnel problems. Their weekly meetings include discussions that are sometimes very frank. Woe to the roving-eyed cheater, the light-fingered lifter, or the petty prevaricator! Here in these smaller groups are determined the cultural patterns of proper behavior, and pupil opinion stands behind its own code of what is right and what is wrong.

### *Responsible Play*

If Waterloo was won on the playing field of Eton, our organized play program should win some future victories of peace. Under a teacher director, children play happily on a well-laid-out playground, where there are many circles, courts, and other areas for games like softball, net ball, dodge ball, volleyball, hopscotch, jump rope, and shuffleboard. Not only physical prowess, but fair play, rotation of players, teamwork, and thoughtfulness are much encouraged.

Recently, a boy hit the ball, then threw the bat high behind him without looking, and began running to the other bases. The flying bat hit a spectator pupil and chipped a front tooth, bruising his mouth.

The whole group instantly stopped the game, gave first aid to the injured boy, and then publicly, one after the other, rebuked the boy who had caused the injury. "We have often tried to make you play carefully," they said to him, "and this time to make you remember, we are all going to give up the use of bats on this field for a whole week." They reported their voluntary penalty to the principal and kept their word. One seldom sees a more chastened child than the one against whom the group votes their displeasure. The injured boy, himself, felt called upon to express publicly his forgiveness.

### *Courtesy Counts*

Emphasis on good manners has contributed greatly to desirable relationships. Early in the fall, our first floor bulletin board displayed a three-dimensional poster, depicting a "Good Manners Parade," wherein one child carried a banner inscribed "Excuse Me," another marcher had a placard with "Thank You," and others carried banners with familiar phrases of courtesy. This poster, planned and executed by an upper class, served as a long-time reminder that polite words and thoughtful behavior oiled the wheels of academic progress and group living.

An assembly program followed soon, when groups of children dramatized problems of etiquette and showed the "right way" to overcome them. So conscious did our children become of the requirements for good manners that the principal was not too surprised when a breathless fourth-grader one morning dashed into the office to say, "Look, here's my cousin Carmen visiting, and I'd like to introduce her to my class, but I've forgotten just how! Please tell me what to say!"

Along with the correct word usage, however, we have tried to make sure that the children understand that "politeness is to do and say the kindest thing in the kindest way," and that thoughtfulness of others is the real basis of good breeding and goodwill.

### *Helping To Carry the Load*

Thru these room and building procedures, we have developed a wholesome esprit de corps and sturdy public opinion among the



members of our student body, which places first value on truthfulness, fair play, generosity, cooperative service, and thoughtfulness.

Feeling of responsibility for the school is high. Also, there is a sense of self-respect evident among the pupils, due to the fact that each child feels conscious that his special suggestion or service contribution is valued.

The principal was not at all surprised when she found on her desk recently the following note from a fifth-grade pupil:

Dear Miss Green:

I was extremely pleased when I visited another school to see their May Day. If possible, sometime, when you are not busy (if ever), I would like to see you and talk about it, and what I think would be lovely to do for our own May Day next year. Please call for me any time you are not busy.

Truly yours, *Anna Long*, Room 312

### *Building thru Books*

Personal spiritual growth has ensued, also, from more esthetic experiences. Many of our teachers have realized the powerful influence of character-forming literature, and have used prose and poetry for developing understanding of varying emotions, moods, and personalities. From loan collections of library books, and from careful selection by the instructors themselves, the children have entered widely into reading programs that have provided for direct assimilation of high ideals and noble attitudes.

In their reading and discussions, they have come to know and understand many different personalities; they have had to evaluate opinions and types of conduct; they have become acquainted with a wide range of emotions which will open the way for better wisdom in dealing with other people, and in judging effects of other environments. Increased social sensitivity and knowledge of culturally approved patterns of behavior are byproducts of this vicarious experience. In their book hours, our teachers realize they have in their hands a tremendous potentiality for influencing the character, moral standards, and spiritual values of our children.

Not long ago, the principal arrived in a classroom where the Poetry Pleasure Club was about to take over. The real enjoyment which

these children showed as they shared poems from the New England poets about their rock-bound land was sincere, and a great step towards understanding of life in this area.

These same children later learned the spirit of the West from Arthur Guiterman's "Pioneer"<sup>1</sup> and "The Oregon Trail."<sup>2</sup> After all, do we not understand mostly from the heart, and is not the poet often the true leader to heart wisdom?

Other poetry groups in our classes have from time to time drawn the pupils into greater appreciation of loveliness in birds, flowers, or trees, and greater awareness of the grandeur of sea, stars, and mountains. We do well to make strong our defense against cheap and trashy publication and low-grade commercialized recreation. We try to fill our children's hearts so full of appreciation for the joys and beauties of the world that loss of material possessions may never disturb their peace of life on a high plane of abundant living.

Two dates are eagerly awaited by pupils and parents alike: the March story-telling program and the May poetry-sharing program. Two separate assemblies are held each time: one in the morning for primary classes; one in the afternoon for the upper school. The younger children tell such old favorites as "The Three Pigs," "The Ugly Duckling," or "Hans Who Made the Princess Laugh," and enjoy simple poems of William Blake, Rose Fyleman, and Walter De La Mare. The older pupils delight in adventures of Robin Hood, Arabian Nights, and legends of remote lands. Their taste in poetry ranges from Joyce Kilmer's "Trees" to Holmes's "Old Ironsides" and Read's "Sheridan's Ride." Participants on these programs are chosen by their classmates for adherence to class-made standards of excellence, embodying points such as selection, voice, enunciation, feeling, and poise.

### *Listening and Looking for Beauty*

Several music lovers' clubs exist in our school. Thru listening to fine recorded music, and discussing its moods, its picture-painting, and its composition, many children have broadened their understand-

<sup>1</sup> Huffard, Grace T., and Carlisle, Laura M., compilers. *My Poetry Book*. Chicago: John C. Winston Co., 1934. p. 394.

<sup>2</sup> *Ibid.*, p. 392-94.

ing and appreciation of the music of other lands and times. One could wish that more of our teachers would be emboldened to explore this area of enjoyment for development of spiritual traits. Some doubtless feel that their own knowledge of technical music is too limited to adventure here. Perhaps a simply written handbook for lay discernment of emotions and moods in music might furnish direction for a beginning.

Garden tours are taken by all the classes in late May, when near-by gardens are at their peak of beauty. These walks about our community to visit beautiful gardens serve to set a standard in building our ideal of home. Beauty in color and line and schemes of planting are discussed. Home gardening has undoubtedly been encouraged by these tours.

Creative opportunities abound in all schoolwork. Some of the teachers are doing much thru painting, rhythms, square dancing, and encouragement of original writing to free the spirits of their pupils and to develop technics for self-expression. One may see an absorbed kindergarten child lying flat on the floor as she paints her concept of spring in the park, while her equally absorbed older sister furrows her brow in figuring out details for an original narrative of an exploring party in the Andes. Frontiers of mind and spirit are opening for each child.

### *Teaching Is the Key*

All of these procedures are part of the daily routines of many schools. There is nothing here that is novel or unique. They are lifted out for consideration only because it is thru such specific outward forms that spiritual quality must function, be practiced, and finally be measured in its growth. It is in these daily activities and associations that the continuing observer can best evaluate spiritual literacy and maturity.

Back of the activities, however, lies the greatest factor in the process of spiritual development: the personality and enthusiasm of the teacher. He or she must lead the way in spiritual adventure. If his heart is warm with real understanding, if his mind is alert to every situation where spiritual values may be given prime importance, if his

eye and ear find beauty and wonder in commonplace things, if he possesses great spiritual wealth himself, then he can best reveal to his pupils the ideal in the world of reality. Each individual teacher holds in his hands to a great degree the fate of his pupils' spiritual outlook and development.

It is our good fortune at Whittier School that we are blessed with a large number of teachers who are thus gifted and alert to their opportunities. So it is that the days pass swiftly and happily. Kinship exists thruout the school. Altho reaching constantly into new areas of thought and performance we are also developing appreciation of certain stable spiritual values in living that seem to promote liberty under self-control and happiness thru service.

*Every teacher has spiritual effect on his pupils in many ways. Pupils learn from him to value certain things and to disregard or reject others. He influences their personality, their outlook on life, their attitudes toward themselves and toward others, their disposition to build a world better for all, their ability to help in the building, their technics of doing so. . . . It is essential for teachers to think in these terms and to keep in mind that pupils are constantly learning for good or ill along all these lines. To ignore what is thus being learned will not prevent the learning. . . . The teacher has accordingly an obligation to examine his philosophy, to be aware that he does affect others, and to build for himself an examined, criticized, chosen set of values, rather than to act haphazardly and unconsciously.*

—JOHN DEWEY SOCIETY, *Seventh Yearbook*

# *Creating a Friendly School*

By FRANK H. LEWIS

*Principal, Elm Street School, Frederick, Maryland*

DURING the war years the Elm Street School enrolled pupils from many states, the children of men at a near-by military establishment. Parents were generous in their praise of the spirit of friendliness that existed in the school between the newcomers and the pupils native to the community, and likewise between teachers and pupils. They marveled at the ease and quickness with which their children became acclimated to their new school home.

The Elm Street School has only the sixth and seventh grades, with a total average enrolment of 620. The faculty and pupils, being aware of the large turnover of children each year, have set up procedures that help the pupils to know each other as quickly as possible, help them to learn their way around the school building, help to develop a sense of friendliness and brotherhood in their daily living in their school, and create rich experiences that lead to a fuller enjoyment of life.

## *Getting Acquainted*

Every new pupil receives on his first day a school handbook. He first sees the word "Welcome" on the cover page of the handbook. Upon reading the principal's message the pupil gains a feeling that in this new school he is to be among friends who will be interested in him and altho he will miss the familiar faces of his former school and be a little confused by all the new people he will soon get acquainted. He is encouraged to explore his new school home and to begin to use the school to the best advantage so that he will feel he has a definite responsibility in helping to make the school a better, happier place in which to live.

Further examination of the school handbook will disclose the school code which was cooperatively written several years ago by teachers and pupils as a guide for the pupils' actions and growth in

school living. Included in the handbook is information about procedures in opening school in the morning, the lunch hour, school bus routines, the care of the building, school attendance, and the observance of fire drills.

Altho the school has been in existence only six years, traditions have begun to grow. The handbook contains a description of these customs. Discussion during regular classes of some of the traditions and other information contained in the handbook acquaints the pupils with the history of the school; with the design and symbolism of the gold, white, and green colors of the school flag; with the numerous organizations and clubs of the school; with the school store known as the "Co-Op"; with the part played by the school in World War II; and with special days observed during the year.

To help the pupils to become quickly acquainted with the school plant the teachers conduct their pupils on a complete tour of the building on the opening day of school. They refer to the information printed in the handbook and to a printed floor plan of the building. Soon the newness and the strangeness of the school disappear. The children begin to feel at home in Elm Street School.

#### *Traditional Observances*

Annually on Armistice Day the student body assembles around a fireplace on the school campus that was built under the sponsorship of a class of a few years ago. On this occasion, planned by the student council, a representative from each section places in the fire a shingle, upon which has been written all the names of the pupils in the section. The ceremony includes the singing of the school song and brief remarks that stress the hope that as the names of the Elm Street pupils mingle in smoke and are carried away by the four winds, so too, the spirit of friendship exemplified by them would help spread friendship thruout the world. Appropriately the school fireplace is called "Friendship Hearth" and is the center of interest for individual class picnic lunches in the spring and fall.

The big event of the school year has been the celebration of May Day. Originally the theme for the day was the "Good Neighbors

of the Western Hemisphere," but as world events made the pupils more world-minded the theme expanded into the "Good Neighbors of the United Nations." This event, also sponsored by the student council, promotes a fine relationship among all the classes. Each home-room section represents some nation of the world, allotted to it by a drawing made in a council meeting. An intensive study is made of this nation. On May Day each class carries the flag of its nation and wears its own original design symbolical of its nation in a colorful procession around the school's campus to a tree-shaded lawn where glee club selections of music of the nations, folk dances, and the twining of the Maypole give pleasure to all. Guests include the parents and the fifth-grade pupils of the city schools who expect to enter Elm Street School in the fall.

The remainder of the day is spent in all-school Olympics. The classes had become familiar with the history of the Olympic games and their purposes. The pupils enter wholeheartedly in the various games and track and field events. A splendid spirit of good sportsmanship is shown by the pupils. Each class anxiously awaits the totaling of the points won to determine which of the nations has won the school Olympics.

### *Developing a Spirit of Brotherhood*

An additional activity undertaken by the school to broaden the scope of the pupils' sense of fellow feeling is a program in observance of Brotherhood Week. The school has used literature distributed by The American Brotherhood.<sup>1</sup> One year an inspiring pageant, *Our American Heritage*,<sup>2</sup> was obtained from that source and adapted to the school's use by the inclusion of a portion of the *Ballad for Americans*<sup>3</sup> as a musical setting for the program.

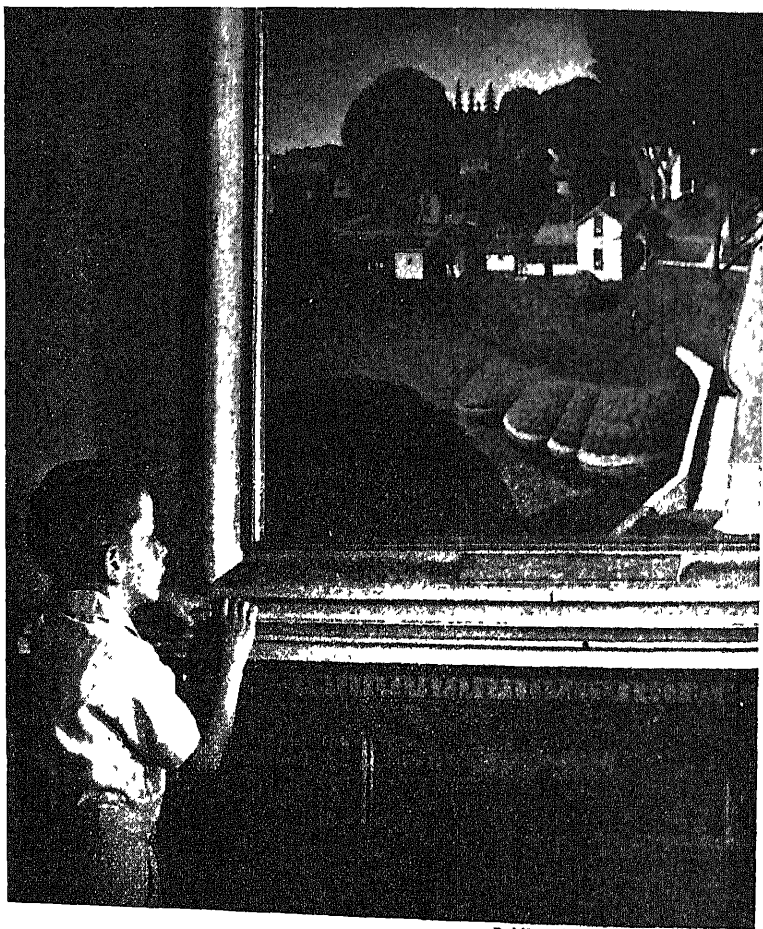
The ideals of brotherhood and recognition of the worthy contributions by various racial, national, and religious groups to our

<sup>1</sup> The American Brotherhood, National Conference of Christians and Jews, Inc., 381 Fourth Avenue, New York 16, New York.

<sup>2</sup> Available gratis from The American Brotherhood; 4 pages.

<sup>3</sup> *Ballad for Americans*. Recorded by Paul Robeson, American People's Chorus, and Victor Symphony Orchestra. Album P-20, No 26416-26517. Radio Corporation of America, Victor Division.

<i>Artist</i>	<i>Subject</i>
American	
George Bingham—1811-1879	Raftsmen
Winslow Homer—1836-1910	Breezing Up
John Singer Sargent—1856-1925	Boats at Anchor
George Bellows—1882-1925	Sand Cart
Grant Wood—1892-1942	Stone City
	Spring Landscape



*Public schools, Des Moines, Iowa*

*Inspiration is gained from living with works of recognized artists.*



<i>Artist</i>	<i>Subject</i>
Dutch	
Vincent Van Gogh—1853-1890	Public Gardens in Arles
Flemish	
Pieter Breughel—1528-1569	Summer
French	
Hilaire Degas—1834-1917	Dancers in Green
Paul Cézanne—1839-1906	Village Panorama
	Chestnut Trees
Claude Monet—1840-1926	The Red Boats
Auguste Renoir—1841-1919	Two Sisters
German	
Max Pechstein—1881-	Harvest
Mexican	
José Clemente Orozco—1883-	Zapatistas
Diego Rivera—1886-	Flower Vendor
	Lily Vendor

Not only thru inspiration gained from living with works of recognized artists, but thru the satisfaction of creative experiences in art and music is the inner spiritual nature of the pupil reached.

### *Counseling for Growth*

Surrounded by an inspirational environment, and participating and sharing in traditional school experiences, the pupils also have ample opportunities to discuss mutual problems with the teachers. The program of the school is flexible enough for teachers and children to have free access to each other. There are many instances of constructive confidences and sympathetic guidance that give the pupils a fine sense of satisfying living in a modern school.

# *Clearing the School Atmosphere for Spiritual Release*

By LAURA M. MAY

*Principal, Giddings School, Cleveland, Ohio*

CULTIVATING spiritual values—lifting a child's thought to a higher plane, making him more sociable, more helpful, more receptive to good—is brought about in fairly simple ways. Several first-grade teachers saw a kindergarten demonstration of the teaching of arithmetical concepts. When they discussed the demonstration with the principal, one of the teachers remarked that the teacher offering the lesson hadn't done a thing which they all didn't do regularly—bouncing of balls, counting pupils, and getting supplies for a group. The difference was that this teacher had filled each operation with meaning designed to enlarge and clarify the number concepts of the children, while the teachers who had observed did them for exercise, or to facilitate progress and order. Thus it is, that the promotion of spiritual values is attained by giving right meanings and increased or adjusted values to many procedures necessary in the elementary school. Vision, wisdom, patience, and industry are necessary but the activity may be a familiar one.

## *Releasing Tension in a "Well-Disciplined" School*

A few years ago, a principal was assigned to a school of 750 Negro children, many of whom were of low economic background. A first survey of the school revealed that altho conditions were excellent in many respects, the philosophy of control was at variance with hers. The children were deadly quiet, moving sullenly, in long single lines which they called chain gang. The slightest accidental push or touch might at once resolve itself into a fight.

Not wishing to move too abruptly, the principal studied the situation watching for an opportunity to ease tension and to develop a more harmonious atmosphere. The upper elementary classes wasted

much time passing from one departmental room to another. Here was the desired opportunity.

An assembly of all departmental classes was called. The problem of waste of time was presented. The children computed the time lost per day, month, and year. They were shocked to find that they were losing a month out of the year. When asked, they quickly presented three causes: (a) slowness of some teachers to release their classes; (b) slowness of some children to get into line in the rooms; and (c) the waiting caused by the crossing of the long lines in the hall.

Causes (a) and (b) were discussed with the result that a committee of representatives from departmental classes was formed. This committee worked seriously and well, mapping routes, laying down certain regulations for safety, practicing to see that the regulations were practicable, and finally checking the time of passing and recording improvement.

The opinion of the committee that brought the teachers to their feet was that lines in the room were a silly waste of time. Most pupils were anxious to get to the next room on time. They should move out as individuals while the teachers concerned themselves with the slow pupils. The teachers, believing disaster to be imminent, could hardly realize that so drastic a change could be made easily.

After the new procedure had been explained, the committee requested a practice by the entire group in order to correct any misunderstandings. In two or three days the movement was smooth, quick, and orderly.

All of this could have been brought about by decree of the principal. Perhaps an outsider would have detected no difference in results. But to one sensitive to the spiritual growth and development of children, there was a noticeable change in atmosphere. Tension gradually dropped away. Sullen faces cleared. A light, quick step supplanted the chain-gang shuffle. Pride and self-respect were evident in the bearing of pupils. After all, had they not participated in the discussion of the problem, and in planning its solution? Were they not all co-operating to bring about a much desired result?

One inspiring program consisted of slides entitled, "The Grand Canyon of the Colorado,"<sup>3</sup> shown while a recording from the "Grand Canyon Suite," by Ferde Grofé,<sup>4</sup> was played.

### *Assemblies at Sing Time*

Once a month, at sing time, an open school council meeting is held. This meeting is conducted like other council meetings except that fewer committees report and one committee is responsible for a short program. Each semester every 6A child has been asked to state what he considers the two finest things about the school, and two things which could be improved. Out of these statements the suggestion came that such an open council meeting would increase interest in the work of the council and cooperation with it.

A morning assembly is a common procedure and may be boring, hilarious, or uplifting. Getting ready for a paper collection, for example, may not seem an inspiring topic for an assembly. Paper collection is not inspiring unless the activity is packed with meaning, unless the children have seen food, ammunition, and repair parts wrapped in protective papers; unless they realize that in some schools there is not one piece of paper. With this understanding, they were not just collecting paper but backing their men in battlefields, and later they were helping unfortunate children.

One outstanding experience, rich in esthetic and emotional values, came at sing time one November. A Thanksgiving program was being planned; an assembly of the entire school would make it more effective. Since the school auditorium could seat only half the pupils, their idea presented a problem. Finally the answer came: "Why not go to church like the Pilgrims?" This idea made a strong appeal for many of the children attended "store front" churches which failed to evoke the spirit of reverence.

Two blocks down the street stood an old stone church of some appeal. The fine wood of the interior finish, the stained glass, the organ, and spaciousness combined beauty and dignity. This church

<sup>3</sup> From the Division of Visual Education, Cleveland Public Schools, Cleveland, Ohio.

<sup>4</sup> "On the Trail" (from *Grand Canyon Suite* by Ferde Grofé). Recorded by Paul Whiteman and his Concert Orchestra, Victor, 36095.

had changed hands several times so that it was not strongly associated with any one denomination. Parent permissions were obtained and arrangements made. The school guard gladly gave the afternoon. The safety committee planned to take good care of the little folks.

The afternoon before Thanksgiving found the entire school walking to church thru falling snow like Pilgrims. The music teacher and the choir had preceded the Pilgrim procession which entered the church to the stately music of "God of Our Fathers."

The simple program was by the children entirely—the Hundredth Psalm by a classroom verse choir, the story of the Pilgrims and the first Thanksgiving by a group then studying that period of history, reminders of things for which to be grateful by a group of the youngest children, Handel's "Largo" by the choir, the usual Thanksgiving contribution to the Old Folks' Home in the neighborhood, and two or three Thanksgiving hymns.

The children walking still as Pilgrims went quietly back to school. The pastor of the church and a number of parents, who had come for the program, expressed wonder that the children had entered so wholeheartedly into the spirit of the service, and joy that they had had the opportunity of such an experience. As the pastor remarked, there was no way of measuring the good wrought there. Something had been built into those lives which like any beautiful or inspiring experience could be called upon as needed to reinforce, and raise human lives to a higher plane.

The goal in all this work is better community living. Perhaps the degree of success which has come by working thru simple means at hand, has come because procedure has rested upon these principles:

1. Each individual is a part of a whole and as such should participate in group legislation and planning.
2. Each individual, no matter how poor or how slow, merits respect and recognition for whatever he contributes to the general welfare.
3. Active service to a group not only aids the group but definitely makes for individual growth in citizenship.
4. All children, even the very slow, will develop more rapidly both in scholarship and the cultivation of real life values, in an atmosphere of friendliness, freedom, and joyous activity.

# *Four Statements on Spiritual Values*

By GERTRUDE E. McKEON

*Principal, North School, Glencoe, Illinois*

IN TRYING to analyze the spirit existing among staff, parents, and children in our Glencoe schools, a statement by Liebman comes to mind:

. . . I refer to the humble virtue of simple kindness . . . Next to bread, this is the food all mortals most hunger for . . . The jeweled pivot on which our lives must turn is the deep realization that every person we meet in the course of a day is a dignified, essential human soul . . .<sup>1</sup>

That is the essence of the attitude which prevails in these schools. Of course, we do not all meet this ideal every hour of every day. But we know that there exists a relatedness with others that gives purpose and satisfaction to everyday activities.

This article cites a few examples of ways in which this relatedness has been achieved. In preparing such a statement one begins to realize that all the things that give our work significance and real meaning are indeed those based on the intangible factors we call "spiritual values." These are things that must be lived to be understood fully; words seem poor portrayals of warm and friendly personalities.

## *Spiritual Values as Evidenced in Children*

One way to discover the kind of rapport existing between children and teachers is to observe, not their classroom relationship, but their casual meetings at other times. Is the child confident, alert, and pleased at the encounter or is he ill at ease, indifferent, or bored? Is the teacher giving full attention, and does he seem personally interested in the child, or is he absorbed in his own problems?

<sup>1</sup>Liebman, Joshua Loth. *Peace of Mind*. New York: Simon and Schuster, 1946. p. 67, 70.

Children soon realize that schools are concerned with many things in addition to their academic achievement. Thru personal conferences, class meetings, and parent-teacher contacts, the child, the home, and the school plan ways and means to provide the best possible climate of growth—physical, mental, and spiritual. Children sense the interest and concern felt by the teachers and, thru the way



*Public schools, Denver, Colorado*

*Each child is encouraged and praised in the areas that will bring him success and status.*

they assume responsibilities for the good of the whole, give evidence they too are passing on that same interest in others.

Each child is encouraged and praised in the areas that will bring him success and status; he is given help and guidance where his needs seem greatest. Even very young children soon acquire a feeling of confidence and belief in themselves that gradually widens to include an interest and belief in their associates. In group discussions, children often point with pride to a classmate's achievement—particularly if growth and effort are obvious. This atmosphere contributes to a child's feeling of being at home in his world—a world of friendly, warmhearted adults and interested children.

Teachers and children have many opportunities to play as well as work together. Thru these contacts, attitudes and ideals are acquired, habits and values are formed. Always the individual realizes that anything that happens to him personally is important to his school friends—both teachers and pupils.

Group discussions are a daily experience from kindergarten thru the last years in school. Thru them the pupil gains insight and respect for personalities in addition to an ever growing sense of values that will be his thruout life.

### *Spiritual Values as Evidenced in Teachers*

Educators have long recognized the need of every child to achieve status in his own group. Too often they have failed to recognize that adults also must be given opportunities to acquire status if they are to maintain the kinds of personalities that we would like to see reflected in the children with whom they come in contact.

In our schools provisions have been made for this need thru a wide variety of activities, involving many kinds of relationships.

Inservice programs offer opportunities for leadership to many individuals. Thru group meetings, chairmen and committee members come to recognize and respect one another's interests and abilities. Working, planning, and sharing together build up natural, friendly attitudes. Responsibilities are rotated so that eventually everyone has had an opportunity to assume the various necessary tasks.



Faculty meetings often are followed by lively, original parties sponsored by different groups within the system. While the parties themselves are good fun and excellent "mixers," their greatest value lies in the creative and cooperative activities that go into them beforehand. Teachers, principals, and superintendent all help—no effort is too great and no task is too menial. The result is a closely knit group of people, united by a common purpose to achieve a satisfying end.

Daily bulletins to the staff about school affairs also contain personal notices of illnesses, new babies, engagements, and other news items. They become almost "family letters" at times and the readers are as interested and concerned in all that affects the lives of their fellow workers as members of any family would be.

In these, and countless other ways, staff members acquire status within their own group. For each of us the need for recognition is satisfied in natural, friendly contacts with associates who do not find it difficult to grant prestige to others when they too are receiving it.

### *"United We Stand"*

A common purpose and a definite goal have served to unite the staff of our schools to such an extent that one soon recognizes the existence of these factors in the very atmosphere itself. It is true that for one who is not in accord with the underlying philosophy there is little opportunity to achieve personal satisfaction or happiness. There is little place for the prima donna or the individual who seeks only self-recognition. Wide latitude is open to individuals in their interpretation and practice of the basic principles, but fundamentally there must be and is—great accord. There is a sincere belief in the general philosophy of education, as practiced in these schools, and a willingness to cooperate with one another to such an extent that long hours, extra work, and many meetings seem well worthwhile. There is an eagerness and enthusiasm about the various school activities that gives a lift to everything being done.

# *Toward Inner Stability*

BY A. MAREA OTHMER

*Principal, Garfield School, Muscatine, Iowa*

CHILDHOOD has many fears and few stable things to hold on to with a feeling of security. The worst sorrows in life are not its losses and misfortunes, but its fears. To decrease fear and to increase stability is thus an end to attain in helping children grow toward maturity. To assure to all children sympathetic understanding from associates and most surely from teachers, to enable them to be free to act and to speak without repression, because the lessons of consideration for others and honesty with self have been learned—these are essential duties.

The accomplishment will be in little things mostly unplanned and often unexpected, as when Tommy, from the kindergarten, says to the principal, "You won't forget to give Michael his stamps you said you'd bring," knowing he would be answered with kindness and not with resentment as tho he interfered in matters not his own. When Shirley Mae from the first grade told us her mother was up "practically all night" with little James who, she said, had a temperature of "twelve below," it was taken in good faith, as she intended; nor was she corrected for mixing human temperature with the weather. Again, when Peggy remarked to a substitute teacher, "You have very good ideas, Miss K.," no one thought her impertinent for expressing her appreciation as a little child may.

## *Casting Out Fear*

So often children coming to a new room are fidgety with fright, but fears can be overcome when the newcomer is met by the teacher or another child, and presented to others in the room with, "We have a new pupil in our room. We want you to meet her and if any of you have known her before, won't you come to meet her again to help her feel at home?" Several children accompany her—or him as the case may be—to the cloak room and the new child soon returns with shyness gone, friendliness established, and a feeling of security and

well-being all unconsciously attained. He has been treated with kindness and has learned ways of being kind to others.

Recently a letter came from a mother whose fifth-grade Richard had had a fight with a neighbor boy and "went into hysterics" when returning to school was even mentioned. The letter ended with "What can I do?" The boys responsible for the incident were called to the office and the matter discussed frankly and openly. The boys decided where the blame lay. Their remedy, not punishment, was for the larger boy who had urged the little fellows to fight, and Jimmie, the other fighter, to go to Richard's home to "talk it over" with him and apologize if it seemed best. Richard's special friend was sent later to call for him to come to the afternoon session. When Richard came to the playroom that afternoon, Jimmie asked if he might play with Richard's team. Trivial things, to be sure, but big enough to give Jimmie a warm feeling inside and to help Richard over an awkward place; and highly important in the process of securing the desired peace within.

### *Liberation Leads to Self-Mastery*

Serenity is a universal need. Serenity can be likened to an unfailing well, fed by the unseen springs of a liberated human spirit; not to a placid cistern, whose level is maintained only by filling from without. Much of teaching is in this realm of helping a child to discover his own best self and to accept the guidance of his best insights.

It was early in March when the children in the second-grade room were startled by a "flash of red, brighter than fire" darting by the windows and soon "Cheer, cheer" sounded from the throat of a beautiful cardinal in a near-by maple. He was easily discovered in the bare tree. The children must draw him. The interest was high and the likenesses quite good, but it was not enough. "Our cardinal" appeared again and again and one day the littlest girl said:

He's a bright red cardinal  
High up in a tree.

These two lines remained alone all the morning, but the afternoon session had hardly begun when another child added:

He was singing a song  
So merry was he.

And now they were really on the way to a poem about the cardinal adding two more stanzas:

He was dressed all in red  
From his top to his toe,  
On his head was a crest  
That stood stiff like a bow.

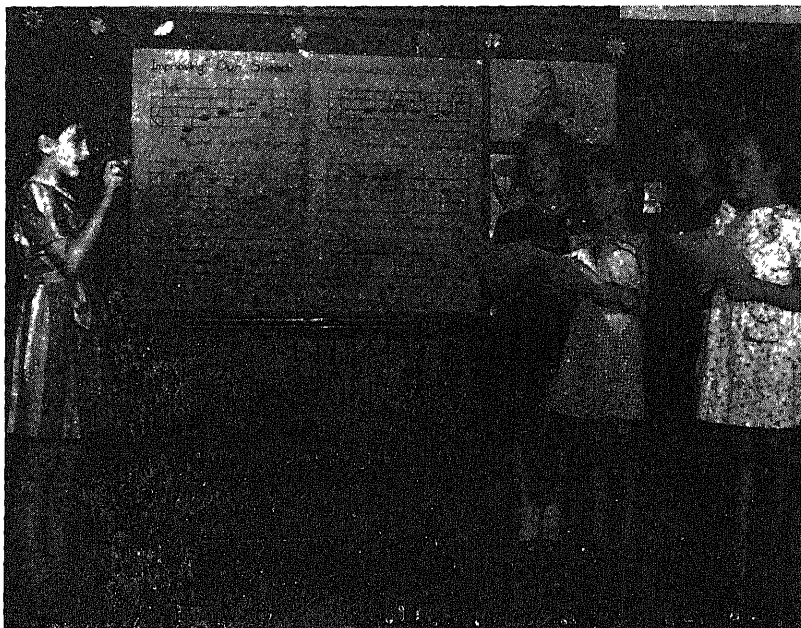
He swung on a branch  
In a tall maple tree,  
And twittered and chirped  
And whistled with glee

This all came easily and naturally to those children for all the year they had "made poems." However, this one seemed so precious to them that when the suggestion was given that they might sing about their cardinal, a melody was soon forthcoming. For a chorus they listened to the cardinal's calls, deciding that he sang, "Birdie, birdie, what cheer, what cheer, cheer, cheer." Thus a song was created and a foundation for spiritual growth and stability begun, thru the guidance of a wise teacher who is not afraid to allow the little ones freedom to express their innermost thoughts.

Serenity of spirit may not be accomplished except thru internal conquest and must be attained by each individual for himself. Experiences must be called forth to increase individual responsibility; the influence of outward circumstances must be brought to bear upon inner decisions. When Alice calmly admitted to an act at school and then went home to her mother "much distraught" to tell her she had had no part in the matter, it became necessary to demonstrate to the little girl, and to her mother, that stories must agree. Since proof in the person of Jane, who already had begun the habit of truthfulness and who was involved with Alice, was at hand, it was expedient to take both girls to the mother to give Alice the experience of objective reality and a sense of rightness with regard to truth, but even more to advance her on the road to becoming a woman of her word, and

most important of all to secure to her the knowledge of integrity within, of peace with herself.

In a football game on the playground, a boy swore at another on the team. Their captain, a classmate, said, "That will be all for today. Take the ball in." It was all The boys knew and respected



*Public schools, Fort Wayne, Indiana*

*A song is created and a foundation for spiritual growth and stability is built.*

the fact that such language would not be tolerated nor was it used again tho nothing at all was said about swearing. The joy in this incident lay in the fact of the captain's own victory over himself. A lad with a hot temper had so learned to govern himself as to have power to influence his team in making the right choice. Not infrequently had we seen that temper flare ready to explode when with the words, "Hang on, John," from the teacher he would grin and down the desire to tear things to pieces.

The custom has grown of bringing found articles—*all* found arti-

cles including money—to the school office where the loser may describe and claim them. If unclaimed, they are returned to the finder who may make what disposition he chooses of them. This respect for the property of others leads to strange circumstances at times. A lady living several blocks from the school telephoned to the principal that she had planted grass seed between the walk and the curb but the grass had no chance to grow because the children continued walking over it. Could we help her? We promised to try and presented the matter in an assembly from the standpoint of helping to make our community a nicer place in which to live. In the discussion a boy said, "We are really stealing when we walk over such places" When asked to explain he said, "Well, the seed sticks to our shoes and we carry it away, don't we?" Nor was he laughed "out of court," for ridicule is taboo. Several weeks had passed when the lady telephoned again saying, "My grass is growing beautifully. Please thank the children for me."

It is not difficult to guide a child into the understanding and reasonableness of doing right in the first instance. The difficulty lies in keeping him willing to bring his own inner resources to bear upon the problem of his own conduct, to develop a stability to carry on. This is a slow process and fraught with many pitfalls that will often tax the ingenuity of teachers to the utmost. The spirit indeed is willing but lapses do occur. The teacher will do well to recall her own inhibitions and, if possible, avoid them for her pupils. Then too she must bear in mind the fact that spiritual growth may not be measured by physical standards but is manifested in attitudes and ideals that are very real and apparent in individual conduct and response to outward circumstances.

*It is necessary for the happiness of man that he be mentally faithful to himself.*

—THOMAS PAINE, *The Age of Reason*

# *Responsibility as a Means of Growth*

By CLARENCE J. ROBERTS

*Principal, Elementary School  
No 108, Baltimore, Maryland*

FIVE youthful figures, five spirited voices, and five faces alight with mixed emotions descended on the principal's office. All talked at once until reminded that the good American citizen takes turns in speaking before a group. The five girls were from the sixth grade. Each of the first four related her version of the difficulty that had arisen among them. One said that rather than let the quarrel develop into a street fight, they wanted to talk it over with their principal to see who was right. An inspiration led the principal to say that he was not in a position to act as a judge, since they were sixth-graders and since they knew much more about the particular situation than the principal could know at that time; that he did, however, have a plan which they could use if they were sincerely trying to realize the goals which their studies in the democratic way of life had revealed.

They were reminded of the school's motto, "To learn well in order to live better," then the principal and the girls discussed the question of what was needed in order to make learning and wisdom count. It was agreed that the greatest common element was understanding; that understanding was each one's responsibility to the other; that understanding could not come unless each heard how the other person concerned felt about the facts in the case. The principal was reminded that that was why the group had come to his office.

His next step was to point out that a fifth member of the class had come along and had said little. Could she not act as their conference leader? Would she not accept this responsibility to give each person a chance "to talk out" her views on the difficulty? Would she help them to reach the goal of understanding? All agreed to this plan. They retired to the library.

After forty-five minutes of discussion, these five 6A pupils returned with the following ideas: (a) that they had decided to re-

main friends, (b) that it was much better to talk things over in a peaceful manner, and (c) that they desired to form a schoolwide "Friendship Club." Within twenty-four hours these pupils had recruited ninety boys and girls as members, thus, thru a highly emotional experience, the spirit of friendship had been liberated on the road toward good citizenship.

The group selected as their adviser one of the most popular teachers. Spirits of adviser and pupils matched beautifully. The subsequent energizing activities of the club would scarcely have borne the fruits of goodwill and spiritual lift had not this adviser shared her own contagious enthusiasm for this group with other members of the staff.

The faculty's attention was attracted to the "about face" in spirit on the part of these five girls. Teachers who wanted to initiate a new approach to improved conduct, better routine, or some schoolwide project, did not hesitate to utilize the leavening inspiration residual in the membership of the Friendship Club.

### *A Club That Serves*

From the Friendship Club has come interested leadership for the stimulation of other school activities. Dependable pupils from this group were selected to promote the safety program of this school. Others assisted in the USO activities for the neighborhood Christmas party. Some joined the school chorus. Some of the group sang to cheer an invalid neighbor. When the Junior Red Cross called for help in preparing packages for the soldiers, this group responded, and was largely responsible for much of the work done. When the building was recently painted, a "Clean School Campaign" was conducted by the Friendship Club with the idea of maintaining its attractive appearance. One of the most antisocial, overaged boys joined the group and said that he would be responsible for the care of the school aquarium.

The Friendship Club sponsored a program explaining some of the features of the United Nations Charter. At a parent-teacher association meeting, the club sponsored an original play based on the idea



that appreciation in the home could promote friendly relations among its members. This group also assisted in the pageant given in honor of the retiring superintendent of schools.

The sale of milk and crackers by pupils who were under the leadership of the members of this club afforded unusual opportunities for promoting citizenship. Some were responsible for receiving the milk; others for sanitary conditions at the place of sale; still others for washing and preparing bottles to be returned; and in general for the accounting.

A number of parents would have missed the opportunity of attending the parent-education classes had it not been for the members of this club who accepted the responsibility for the care of small children during the period of the weekly lessons.

Among the members of this group were those counted as play leaders on the playground. "Fair play" and "Take your turn" were the mottoes for this term.

Thus there was clear evidence that acceptance of responsibility leads to doing things together for the good of the school as a whole. Acceptance of responsibility emerged as a hub of development toward maturity in citizenship.

#### *How Individual Teachers Help Children To Accept Responsibility*

[The following items illustrate the use of the responsibility technique by one teacher in changing spiritually indifferent attitudes in a rather difficult class:

[1. Building a "proud feeling" for a neatly kept room and an aim to keep it that way.

2. Permitting pupils to take over certain duties often performed by the teacher, such as devotionals, physical-education demonstration, and checking of duties performed by fellow pupils.

Encouraging the pupils as they suggest and take part in activities can be used for profitable use of leisure time.

Developing in pupils the idea of all working together as all men interdependent on each other. Examples are team games in physical action, and giving aid in difficult tasks.

Utilizing the exchange of ideas and experiences.

6. Having pupils take explicit responsibility for materials and supplies that are given in loan for use.

7. Presenting social studies material with the goal of teaching the ways of living in a democratic form of government.



*Public schools, Schenectady, New York*

*Pupils develop the idea of all working together.*

8. Keeping in contact with the home so as to have parents aware of goals, aims, and principles of activities in the school.

9. Asking and securing the consent of parents in plans and activities of the school.

Other teachers have employed a variety of ethical, esthetic, and emotional experiences to develop responsibility. In entertaining another class there is a literal "rush" for the better behavior patterns. Etiquette sources are consulted for the "when, where, and why."

There is pride in knowing the "how." The afterglow of each little job done well in the child group is a turn in the wheel of well-rounded citizenship.

Various presentations of the beautiful, of achievement, of contacts with pleasing personalities help a child to "look up." Through esthetic experiences with flowers, pictures, music, and displays comes the freeing of one's capacity for dependable enjoyment of leisure time. In sharing such experiences as excursions, museum trips, and assemblies, an esthetic competency develops which enables the child to enjoy not only his own achievements but those of his contemporaries, and also to feel an appreciation of the praiseworthy achievements of those before his own time.

Such experiences are fraught with emotional growth as the daily practice of proper attitudes in pupil-home, pupil-family, and pupil-pupil relationships raises new sights on better living in family and school.

### *Evaluation of Results*

Some form of evaluation, even for such an intangible as spiritual liberation, is necessary to estimate our efforts in leading growth toward citizenship. The following have helped as "direction finders":

1. Is the responsibility such that it does not tax the pupil beyond his capacity?
2. Is there proper understanding on the part of the pupil of his part in the job to be done?
3. Is the spirit of the "Golden Rule" sensed by the pupil?
4. Is there being developed a desire to carry one's own load?
5. Is the pupil measuring up to the best within him?

*There is no trade or employment but the young man following it  
may become a hero.*

—WALT WHITMAN, *Song of Myself*

# *Developing Spiritual Values*

By WAYNE T. SNYDER

*Principal, Jefferson and Meservey  
Schools, Kansas City, Missouri*

IT TOOK a little persuasion and perseverance on the part of parents to help a ten-year-old child to sit thru a complete radio broadcast of *The Messiah*, but this experience proved so helpful to the child that it became a definite part of her very being and in all probability will have lasting value thruout her life. This experience and certain related incidents that followed illustrate the development of spiritual values.

Some three weeks following the Sunday afternoon when the little girl had listened with her family to *The Messiah*, the entire nation was shocked and grieved by the death of President Roosevelt. Everyone will recall that in the days following April 13, 1945, the radio utilized the best musical talent in the country to express condolence and stability to a grief-stricken people.

On one of these programs a beautiful soprano voice from a great city church choir sang "He Shall Feed His Flock," from *The Messiah*. The child mentioned above sat and listened to this number with keen interest and apparent deep feeling. After it was over she looked up with misty eyes and said, "It was so beautiful, and I have heard it some place before." Months passed and the same child was thrilled and inspired when she, together with scores of other children in her school chorus, learned to sing, "He Shall Feed His Flock."

One of the teachers in the school who knew of this child's experience related it in a dramatic and meaningful way to the children in the chorus. The hearing of this story and the beauty of the song itself as they sang it, furnished for these children a great spiritual uplift. Pupils in this school are learning that fine music, whether it be vocal or instrumental, effects change in them by stirring the innermost recesses of their beings. The result is spiritual exaltation now, to say nothing of the satisfaction and security that will accrue from these experiences in the future.

*Growing Up Spiritually*

Spiritual values are latent at every turn in school experience, if the adult leaders are sensitive to the possibilities that arise.

As a means of making conversation with a small group of the older boys who stopped by the office one day for an informal visit, the principal inquired about their birthdays and ages. One fellow, with a twinkle in his eyes, said that he was actually twelve years old, but in a rather triumphant and cunning tone of voice explained that when he went to the movies or rode on the streetcars he was only eleven. This statement provoked further conversation on the subject of honesty, and it was agreed to discuss this point with the boys and girls in the classes from which the group came.

The conclusions were that this society in which we live recognizes boys and girls at age twelve as nearly grown-up young people by virtue of the fact that they are expected to pay full fare for transportation and admission to places of entertainment, and that other costs of living for them were equal, or nearly so at least, to that of adults. Therefore, it is time—at age twelve—for the individual to put aside childish ways and to strive to advance, step by step, toward adulthood. In addition to trying to drive home the point of honesty in all of its ramifications, the concept of “growing up” took on fuller and broader meaning. To reach maturity one cannot depend upon knowledge alone. One must go even beyond kindness, on to brotherly love and true consideration and respect one for the other, regardless of race, creed, or color. Anything short of this is a mark of infancy rather than maturity according to the standards of democracy, and according to most religions.

After this general understanding was reached and accepted by all the pupils and teachers concerned at this age level, the teachers were wise in creating situations that captured the imaginations of the pupils to the extent that real progress toward maturity resulted.

*Exercises in Mature Thinking*

The president of the school council, a very capable fifth-grade girl, approached the teacher sponsor for suggestions of problems

that might well be discussed at the next regular council meeting which was to be held, in this case, a day or so before Thanksgiving Day. "What are some of the things that the pupils in this school are thankful for?" asked the teacher. Other children were brought into the discussion. The pupils expressed themselves as really being thankful for a multitude of things. Chief among these things for which they expressed thanks were their homes and families, food, shelter, clothing, school, teachers, church, friends, country, and nature.

And so at the council meeting the idea was developed that if they, the pupils, were really thankful they would give something in return, such as service and kindness and consideration one for the other. They were helped to understand that the more kindness and love one showers upon others the more happiness he has left for himself. They were further challenged to realize that actual practice of this kind of living would be satisfying and compensating. Some of the pupils in the school were deeply influenced by what were to them significant spiritual values.

One sixth-grade class read everything available to them about the Middle Ages and consequently improved their reading ability and developed better reading skills and study habits. They learned some historical facts, and in doing so, desirable habits were formed. Six boys built a miniature medieval castle. They talked and planned and built and rebuilt the castle and each had an opportunity to express himself in it. They experienced conflicts and compromises with each other, but they started a job and saw its completion, and they enjoyed the satisfaction of success in a cooperative way.

Another group on the same project worked together in studying about and making costumes of the period. Still another group created and presented a play centered around knighthood. In that play beautiful poetry was spoken, sweet voices harmonized in song, and rhythmic dancing was enjoyed by all. It was so well done that all who participated felt the joy of success. The familiar "tools of learning" were used skilfully and in addition there were phases of the project that touched the depths of feeling. Thru art, music, dramatics,

and literature, in all their ramifications, the children could sense such contrasted emotions as sharing and selfishness, depression and elation, disappointment and success, and tragedy as well as comedy. In such ways children are provided experiences that establish spiritual values to help them cope with the emergencies of life.

### *Knowledge That Is of Most Worth*

Wise and skilful teachers will find opportunities every day to provide creative experiences for pupils in the way of spiritual values. Teachers must realize, however, that teaching to develop spiritual values, high ideals, and proper habits is not separate and apart from teaching for acquisition and retention of subjectmatter. They must understand that the mastery of the fundamental skills and knowledges is important but that skills may be misused, unless in achieving such mastery the children have also acquired attitudes that reveal a spirit of cooperation, sympathy in the presence of suffering, indignation in the presence of injustice, and happiness in home and school activities. Academic knowledge will be barren in itself unless the children also learn curiosity about the natural world about them and become appreciative of their rich inheritance of beauty in art, literature, and music.

The teachers must realize that they have taught well when their children demonstrate self-control, show great concern about the general welfare of the group, grow in ability to overcome their prejudices, become skilled in collecting and weighing evidence, manifest willingness and ability to work together for a common end, and express fairness and understanding when conflicts arise.

*Nothing makes the soul so pure as the endeavor to create something perfect.*

—MICHAEL ANGELO

# *Building from Within*

By KATHERINE G. STAINS

*Professor of Education, Lesley  
College, Cambridge, Massachusetts*

SPIRITUAL values must come from and grow within the individual. They vary according to the age level and maturity of the individual, according to what he is able to accept and use, and according to the people, things, and experiences in his environment.

In schools where spiritual values are pre-eminent, the quality of the teaching staff is of first concern. The teachers must be people who have experienced inner growth and who are alert to recognize it in the people they teach. This naturally results in respect for the individual personality and a real concern about its development.

The child develops spiritual values and strengthens his own resources as he is guided in the carrying of responsibilities for group projects. These responsibilities must always be adjusted to the strength and maturity of the individual child. Also, the school must provide a climate that is healthy for the growth of spiritual values. Serenity and dignity are essentials.

## *Carrying Responsibilities*

Because the individual is such a precious creature, great stress is placed on democratic procedures among all age levels. Children can work on committees, assume responsibilities, and actually "run their school" provided that they are not given responsibilities too great for their level of maturity. There must be guidance step by step to help them rise in their ability to accept and use their responsibilities.

A careful study has been made in this school<sup>1</sup> of responsibilities especially suitable for each age level from nursery school to the sixth grade. Children do not become members of committees until they are ready and special guidance is given in the democratic

<sup>1</sup> The writer was formerly head of the Lower School, Friends' Central School, Overbrook, Pennsylvania



selection of the chairman of each committee. There is a "Dining Room Committee," a "Fix Up Club," a "Lavatory Committee," a "Sled Committee," an "Assembly Committee," and a "Meeting for Worship Committee." Memberships on the committees and the chairmanships are rotated in order to give each individual a variety of experiences, but only after enough satisfactory performance has been experienced. Among other reasons, this is done to avoid confusion and to give a feeling of security and stability to the individual. When an individual is not ready for committee work, he is exposed to other responsibilities.

This year, an individual from each class (Grades II to VI) was elected by the group to represent it in choosing titles for the lower-school magazine and newspaper. Each individual recognized the importance of his duty to those whom he represented. It was an amazing experience to see how eager and conscientious these children were in selecting appropriate titles that would please the children whom they represented. After hours of deliberation, after returning to their respective groups several times to obtain another vote on titles, they narrowed each choice down to two, and after also securing votes of all the adults in their school environment (faculty, secretaries, maids, cooks, and janitors), they were eventually satisfied that their selections were satisfactory. "Swaying Pines" was finally chosen as title for the lower-school magazine and "Guess What" for the lower-school newspaper.

Class representation of Grades II thru VI was used for various other activities thruout the year. It was especially successful in the collecting of canned goods, clothing, and soap for the American Friends Service Committee. The class representatives actually took these things to the collection center and reported back to their groups on their experiences of seeing the items wrapped and baled to be shipped abroad.

Of course, individual responsibilities, besides those aforementioned, must be recognized. The very young child can understand responsibilities toward himself (clothing, playthings, and food) before he is ready for group participation.

The teacher who knows each individual child must conscientiously and consistently plan for these responsibilities. She must see that the laws of learning govern procedures. She must plan for and follow up the growth process. She must be sure the child feels the results in order to recognize the attainment of any spiritual values. The entire process must be a democratic one, with the needs of the individual always kept in mind, with "accent on the positive," with the recognition of the "little bit of God in every man," and with unification of the contributions of all.

### *School Atmosphere*

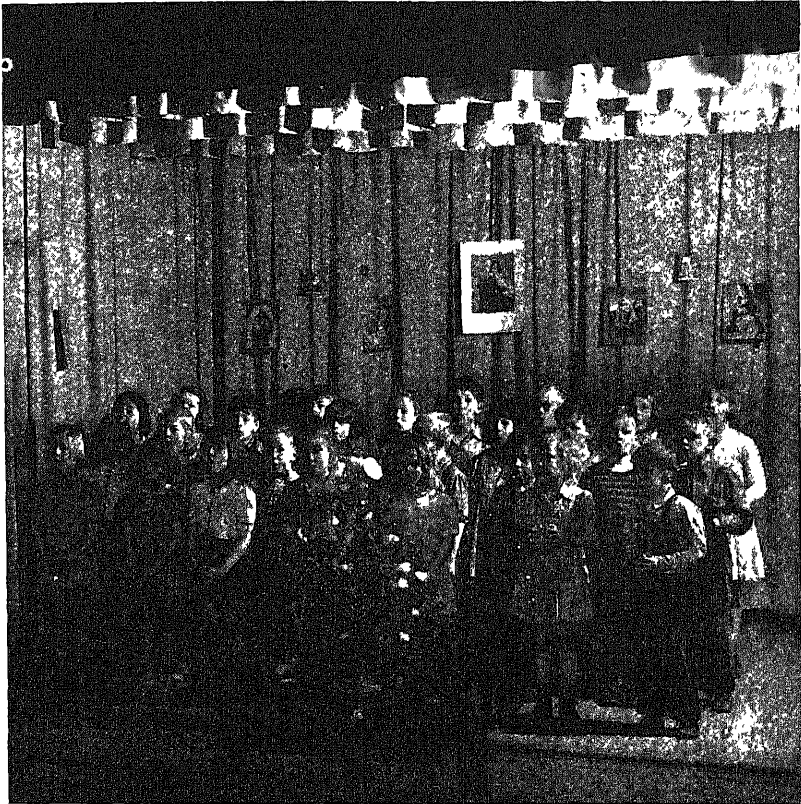
The development of spiritual values is acquired not only thru the child's environment which is composed of people, things, and experiences but also by the school atmosphere which is recognized as of utmost importance. To be conducive to the development of spiritual values the school environment must include a dignified serenity; a definite simplicity; an absolute sincerity in thought, word, and act, a freedom in thinking; and a consideration for others in thought and action.

One way in which this school has tried to acquire a dignified serenity is by cutting down on activities that involve hectic, confusing rehearsals and that provide for overstimulation thru meeting in large groups. Our Christmas program, this year, was amazingly simple and resulted in the attainment of quiet, peaceful, serene souls among faculty and children. What an accomplishment for a Christmas program!

We have also provided quiet times thruout the day. Children learn to appreciate the value of being "at peace with your soul" and some learn the value of meditation and mental house clearing which is necessary for all in order to attain a dignified serenity.

One way in which we have attempted to acquire a definite simplicity is by keeping all hallways, lobbies, offices, and classrooms practically bare but inspiring. One good painting is worth more than a thousand of the typical pictures hung in most schools. Exhibits of children's work have also been toned down. Nothing should have

a "cluttered up" look. Planning of space and area with careful selection and arrangement of things to be used will help in the solution of this problem. How can minds, dispositions, and personalities remain calm and peaceful in a physical environment chock-full of abundant confusion and disorder?



*Public schools, Vanport City, Oregon*

*Our simple Christmas program resulted in the attainment of quiet, peaceful, serene souls among faculty and children.*

In order to acquire the qualities which go to make up this atmosphere already described, it must be remembered that the people, things, and experiences, which are part of the school, must also have these qualities. As a modern writer once said, "The attributes

of a Great Lady lie in the rule of the four S's: serenity, simplicity, sincerity, sympathy."<sup>2</sup> Perhaps these might be called the attributes of a great school or the attributes of a great individual.

*Stronger Individuals the Aim*

There is still much research and experimentation needed in the area of developing moral fiber in children. The individual must develop the ability to do things not at all interesting, to do them well, to discover a way in which he can make such things interesting for himself, to enjoy doing them eventually, to overcome all obstacles in accomplishing a worthwhile task whether it is appealing or not, to hunt for more challenging and difficult tasks of his own accord—all these should be our immediate concerns. While we need to maintain the development of spiritual values as we now recognize them, we also need to realize the attainment of those which seem to be lacking. All procedures, whether seemingly good or not, should be constantly evaluated. A definite procedure should be given time and opportunity to prove itself good or bad. A constant shift in procedures, ideas, and goals means confusion. We need a continuing investigation of our aims and a feeling of stability in progress toward spiritual values.

<sup>2</sup> Attributed to Emily Post.

*Our lives make a moral tradition for our individual selves, as the life of mankind at large makes a moral tradition for the race; and to have once acted greatly, seems a reason why we should always be noble.*

—GEORGE ELIOT, *Romola*

# Chapter III

## GROUP EXPERIENCES CONTRIBUTE TO SPIRITUAL VALUES

ON THE playground, in school assemblies, in the duties and responsibilities of school clubs and daily school activities, children are guided toward the attainment of spiritual values. Not the device itself but what happens inside the child while sharing the experience is important for spiritual values.

The eleven articles making up this chapter have in common the reporting of a specific activity or program. With one exception each article deals with a single school. The lunch period is transformed from confusion to a happy social experience. A community recreation program brings new opportunities for cooperation and volunteer service. Group singing is a time of joyful participation for little children. Rural children, in an urban setting, gain a new sense of security. A Mexican folkway is transformed into a school Christmas pageant that brings status to an unrecognized group. Working together on a frieze unites a divided class. Well-directed play helps a school to progress from fighting to having fun together. Homework has helped to release creative imagination. A school council is helping a group of children toward self-directed activity. An article on faculty morale recognizes the importance of spiritual values for teachers as well as for pupils. The last article deals with an undertaking in the realm of moral and spiritual values in the school curriculum of a great city.



*Public schools, Topeka, Kansas*

*Not the device itself but what happens inside the child while sharing the experience is important for spiritual values.*

# *Friendliness in the Lunch Period*

By HAZEL M. BURLEY

*Principal, Wanakah School, Hamburg, New York*

ALL art is for the purpose of lifting man's spirit. We enter a great Gothic cathedral. The eye follows the height of the great columns up to where they meet in the apex of the pointed arch. Something within us responds to this lifting of the eye.<sup>1</sup>

In such a setting one feels his spirit climbing upward—the very thing the architect has sought to accomplish. With a motive similar to that of the architect our school makes use of the effects of atmosphere, arrangement, and attendant circumstance to solve the problem of the lunch program.

Thank you for the world so sweet;  
Thank you for the food we eat;  
Thank you for the birds that sing;  
Thank you, God, for everything!

The sound of voices singing this prayer is wafted thru the halls. The primary grades are standing in their places in the cafeteria at the beginning of their lunch time with bowed heads. What has already happened during the lunch period? What will happen as the meal continues?

## *A Planned Procedure*

About ten minutes before the period begins a host and hostess from each room appear in the school kitchen. They take napkins and spread one at each place on the group of tables for their room. The tables have been arranged previously in open-square formation with the teacher's place in the middle of the side opposite the opening. Plants or flowers have been provided by various rooms as decoration. After

<sup>1</sup> Curtiss, Marie J. "A Basic View of Music Appreciation." *Educational Music Magazine*, January-February 1946 p. 20.

the napkins have been placed, milk and sandwiches are distributed according to a room list.

By the time the task of setting the tables has been completed, the tread of approaching feet can be heard. Quickly and quietly each room finds its place, and then comes the blessing. Immediately after everyone is seated, the hosts, hostesses, and adult helpers from the kitchen serve the one hot dish. If anyone wishes anything, a host or hostess is notified and the need is met. No one leaves his place until the end of the meal. Before the "guests" leave, the hosts and hostesses clear the tables, and each child collects the papers from his own lunch in his napkin, ready to be thrown in the container at the door as he goes out.

### *Serenity the Aim*

This procedure is simple but there are some basic ideas incorporated in it which we believe are the key to the successful solution of a problem facing many schools today.

After several years of trying out various ideas, our faculty got down to some sound thinking. It occurred to us that atmosphere was fundamental to the situation. Mealtime in the home or in a first-class restaurant is characterized by attractive arrangement of tables, an orderliness of movement, and good manners.

In our former setup the tables were placed in two long rows. They were bare. It was easy to bang a lunch box down and perhaps slide it along the length of the table. The children took their seats as fast as they found them. Teachers sat at a separate table or at one of the several tables for pupils of their own classes, which were not grouped as a unit. The children moved about at will, and the noise, in spite of many admonitions, rose at times to unbearable heights.

### *Less Confusion, More Sociability*

School mealtime should be a happy and sociable time. It should provide relaxation from the more or less formal classroom. For us this has been achieved. The keynote is struck when the blessing is said in unison or sung. From that point on anyone may observe orderly,





*Public schools, York, Pennsylvania*

*School mealtime should be a happy and sociable time.*

happy groups presided over by teachers who are relaxing and enjoying the situation too. In short there is a new spirit in the lunch period, when children laugh, talk freely, and eat in a friendly and pleasant atmosphere.

# *Group Activities*

## *Bring Spiritual Values*

By CHARLES E. BUTLER

*Principal, Irving School, Oak Park, Illinois*

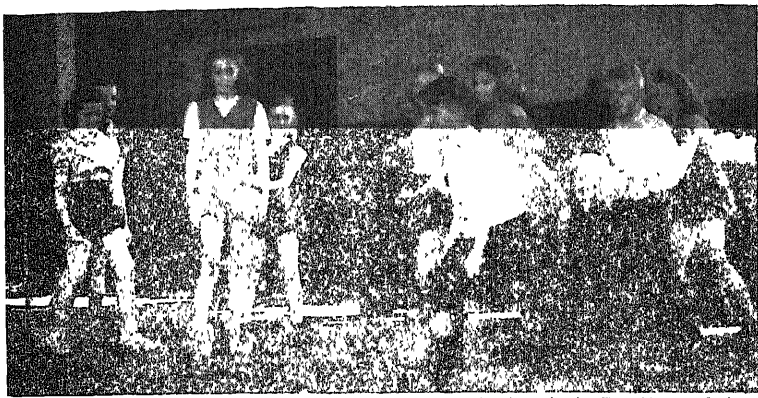
WHEN the children of the Irving School thru a questionnaire stated that school life was boring, that they wished they could be more interested in school, that they wished the teachers understood them better, and that they wished they could talk over things that were of real importance to them with their parents more often, the idea of the Irving community program was born.

Pupils further stated that they believed the solution to their problems, both personal and social, could be found in granting them a share in the planning of programs, providing new pupil activities, and in brightening up the curriculum. In other words, the school must become an active training ground for democracy. Young people must be given an opportunity to cultivate democratic feelings and attitudes and habits of cooperation not only with each other but with teachers and parents also.

The parent-teacher association came into the picture to provide the common enterprises where pupils, teachers, and parents learned to live, work, and play together harmoniously for the common good. Gradually the scouting program for boys and girls was extended to include six troops all sponsored by the PTA with volunteer leadership from the parents. All meetings were held in the school building. Finally, a room was dedicated to the scouts as their very own. Their positive programs of pledges, laws, and service gave the members a sense of belonging, of sharing, and of companionship so essential to spiritual growth.

A long waiting list of applicants for scouting and leisure-time activities prompted the PTA to underwrite a night of recreation for seventh- and eighth-graders in the neighborhood. Friday evening was the night selected, sessions to be held in the school building. A steering committee of pupils from the Junior Civic League and adults from

the PTA had the courage and insight to start with a couple of checkerboards and two volleyballs. The first night saw an attendance of sixty-five, but before the school year closed 320 members were enrolled. No dues are charged; no pupils are barred. The enrolment comes from eleven different schools—public, private, and parochial. Instructors are provided by the board of education, volunteer helpers come from the PTA, while all the committees—reception, refreshments, program, equipment, chair, clean-up, ways and means, and



Public schools, Fort Wayne, Indiana

*That which makes the eye bright, the heart light, and the body graceful, has spiritual value.*

service—are made up entirely of volunteer pupils. The children themselves suggested the recreational activities which now include volleyball, basketball, large group games, tumbling, ping-pong, shuffleboard, pocket billiards, miniature bowling, and checkers. In addition, arts and crafts, community singing, and dancing are enjoyed.

Here at the Irving Recreation Center, young people find companionship and share their belongings and their talents in many happy social experiences. They learn the joy of recognition and feel the security of acting a part among their equals while acquiring the social graces and social adjustments essential to wholesome self-appraisal and self-discipline. A parent's evaluation was, "That which makes the eye bright, the heart light, and the body graceful, surely can do no wrong."

# "Sweet Freedom's Song"

By ERLING FROSTAD

*Principal, Hi Mount Boulevard School, Milwaukee, Wisconsin*

"LET's all stand, boys and girls, and face the flag."  
The leader goes on, "The pledge of allegiance to our flag is given today in honor of George Washington, first President of the United States and the Father of his country."

Uniting in the salute to the flag, the 280 children, five to eight years old, respond to the opening of community-sing time. This event at eleven-thirty on Friday mornings is a half-hour of song and group living, attuned to the time of year and current activities of the school. Spiritual values abound. Children are sent homeward singing a new song, with happy thoughts of another successful school week.

"We will now sing about our country. 'My country 'tis of thee,' we sing. The name of the song is 'America'."

## *Everybody Knows the Words*

The director lines out the songs, saying the words of each line before the group sings. No one has to remain silent because he does not know the words. As the last note is held and the volume slowly diminishes, the opening words of the next song in praise of our country are spoken. The piano starts the melody:

Many lands are fine;  
I love this land of mine.  
Mountains wearing robes of blue  
Seem to say, "I'm trusting you."  
Many lands are fine;  
I love this land of mine.<sup>1</sup>

Nothing else in the week's program allows this young group to tell the listening world how much they love their country. This song expresses this thought beautifully. Even the five-year-olds understand these glowing words of the second verse:

<sup>1</sup> Glenn, Mabelle and others, compilers. *Tuning Up*. Boston: Ginn and Co., 1936. "My Country," p. 160-61

Many lands are fine;  
 I love this land of mine.  
 Singing forests, rolling seas,  
 Seem to say "Be strong like me."  
 Many lands are fine;  
 I love this land of mine.

Off to a good start, the weekly community-singing period rolls on its way. Little faces are smiling, eyes are bright, enjoyment is evident. Anticipation has been shown on the playground on Thursday, when children say, "Tomorrow we sing."

*The Song Is Suited to the Season or the Occasion*

Going on with the program, we now sing about the signs of spring. The piano leads the way and the director starts the words:

Hoo! hoo! hoo! hoo! Blow, wind, as you go!  
 You may bring the rain or bring the soft, white snow.<sup>2</sup>

Soft voices begin. The beauty of nature is praised by the words of this song; or it may be the joy of seeing the first robin in the spring:

Robin, robin, sing to me!  
 High up in the apple tree,  
 You have birdies, one, two, three,  
 Robin, robin, sing to me!<sup>3</sup>

The kindergarten children are invited to sing. The others become appreciative listeners while the sweet faint voices of the very youngest sing about the robin.

The melody is so catching it is easy to swing into a chorus with "loo," then "laa," or softly humming. The cares of the day are forgotten, the harsh words of a playmate are forgiven, and the world looks bright to all.

With the return of the robins, the pussy willows appear. On a tour in a neighboring park how much will be added to the child's experience if, while bending over and touching a pussy willow, the child can sing:

<sup>2</sup> Glenn, Mabelle and others, compilers. *Listen and Sing*. Boston: Ginn and Co., 1936. "Wind Song," p. 15.

<sup>3</sup> Crowninshield, Ethel. *Songs and Rhymes for Little Ones*. Springfield, Mass.: Milton Bradley Co., 1931. "Robin," p. 14.



*Public schools, Freeport, New York*

*Boys and girls can learn the loftiness and depth in music thru creating it themselves.*

In the early days of spring  
 Pussy willow, pussy willow,  
 When the birds begin to sing  
 Pussy willow, we find you.

And you wear a velvet gown  
 Pussy willow, pussy willow,  
 That is soft as eider down  
 Pussy willow, we love you.<sup>4</sup>

<sup>4</sup> Baker, Clara Belle, and Kohl'saat, Caroline *Songs for the Little Child*. New York: Abingdon Press, 1938. "Pussy Willow," p. 26.

The thrill of circus day may be heightened by singing the following:

We are going to the circus  
Can't you see the big parade.  
We will buy some roasted peanuts  
And drink pink lemonade.

Great big elephants  
Marching two by two,  
And some funny little monkeys  
That somehow resemble you.<sup>5</sup>

Songs from other countries speak a friendly language. All singers think kindly about Russia while singing the Russian lullaby:

Sleep my beauty, close to mother,  
Hush my baby do.  
To your cradle comes a moonbeam  
Darling just for you.<sup>6</sup>

During war years school children were urged to save, buy war stamps, and help to win the war. To help little minds encompass this thought there was a pause for the report of the Student Council Savings Committee. Each room was called in turn to report on the week's savings total. Before this report they sang:

Little children, little children,  
Look up in the sky.  
See the airplanes, hear the airplanes,  
Flying swiftly by.  
Little children, little children,  
Buy your stamps today,  
That's the way to help your country  
Win the war today.<sup>7</sup>

Today we sing of peace time activities in which the children share.  
• The director now calls for all the birthday boys and girls for this week. Johnny, Jean, and Mary come to the front. A child's birthday is important. He feels important while being introduced, "This is

<sup>5</sup> Words adapted to melody of "Oh! Susanna."

<sup>6</sup> Gordon, Dorothy *Around the World in Song*. New York: E. P. Dutton and Co., 1933. "Russian Lullaby," p. 70-71.

<sup>7</sup> Frenkel, Inge "Victory Song" *New Songs for Schools at War*. Published by the Education Section, War Finance Division, Treasury Department in cooperation with the Music Educators National Conference of the National Education Association, Washington, D C. Superintendent of Documents Government Printing Office, 1943 p. 6.

Johnny." The group responds with the familiar "Happy Birthday" song.

In response to the tribute, Johnny smiles and says politely, "Thank you, boys and girls." The birthday child may sing in reply:

I thank you, I do; I thank you, I do.

I thank you, dear classmates, I thank you, I do.

Special greetings are given to new pupils. Coming to a big strange building is a hard experience for young children. All newcomers are taken the first day on a tour of the building by the Student Council Tour Committee. At community-sing time of the first week they are introduced to their classmates. A few welcoming words by the principal, giving name, former school, present grade, and room make the new student feel at home. The group as hosts feel a responsibility for making strangers feel comfortable.

There is always time for an action song. This type of song adds gayety to the program and is something to teach at home to younger brothers and sisters, or even to mother and father. The children recognize the tune of today's song and get ready to act the parts:

This old man, he played one,  
He played nick nack on my thumb;  
Nick nack paddy whack, give a dog a bone,  
This old man came rolling home.

This old man, he played two,  
He played nick nack on my shoe, . . .<sup>a</sup>

and on the song goes, up to the number ten.

Closing as we began, we turn to a song in praise and appreciation of our country. Our sign-off song is "God Bless America, Land That I Love." All children are standing, singing a glowing tribute to the best country on earth, and asking the blessing of God.

As the bell rings for lunch and the classes leave, the children are still singing down the corridors, happy in the thought of cooperation expressed in song.

<sup>a</sup> Gould S. Baring, and Sharp, Cecil J. *English Folk-Songs for Schools*. London J. Curwen and Sons (24 Berners Street, W.) "This Old Man," p. 94-95.



# *We Brought the Farm to School*

By DAN H. GILSON

*Principal, Highland School, Oakland, California*

DURING the fall of 1941, the Horace Mann School experienced a marked increase in transiency. Most of the children on the move were from small towns or farms in other states. Few had any feeling of belonging here; most of them were terribly homesick. Our problem was threefold:

1. To have each child and family that moved in realize that the school was theirs and that they were part of the community
2. To have the old guard of native sons accept the new children and recognize their value to us
3. To provide an instructional program for every child.

## *How To Make the Outlanders Feel at Home?*

What could we do? Increase our library? Ask new mothers to come to parent-teachers association? (Most of them were working and could not come.) Make our school and classrooms more attractive? Create a homelike atmosphere at school? Many of the newcomers' homes were trailers or tourist cabins.

We did increase the number of good books in the school libraries. The public library sent us several hundred books for two months at a time. We selected well-illustrated books that should have been loved by rural children. But many of our recent arrivals were poor readers; some did not read at all. We started a class in remedial reading and brought many of the poor readers up from two to four years in their reading ages.

We added linoleum rugs to several rooms and the teachers fairly moved their living rooms into their classes. A child care center was started for the children of working mothers—housing, feeding, and entertaining them from six to six, with four or five hours of school thrown in for good measure. Two playground directors were em-

ployed for after school and on Saturdays. We tried in many ways to give these children some touch of home life.

Still the newcomers stood on the outside looking in. Mothers who worked on the swing shift and could get to the school activities came in and accused us of not teaching anything, complained of their children being called "Okies" or "Arkies," and refused to believe that we were even accepting their children, much less trying to absorb them.

In years gone by, trips to the county farm were possible each year, for the classes that were studying farm life. During these tours of poultry sheds, dairy and horse barns, and pigpens, the children from rural communities had found many opportunities to explain (even to teachers) the reasons for various processes in the care of the farm animals. These trips had been the means of giving the rural children a sense of status in the group and of arousing their interest and self-respect. No excursions to the farm were now possible because of war-time rulings on transportation, but the idea was there. Fortunately, the faculty was anxious and willing to try anything—so the fun began.

### *Animal Adventures*

Every animal that could be secured for any length of time was either rented or borrowed. In order of their first appearance from 1942 thru 1945, came a black and white cocker spaniel and five puppies, a ten-day-old calf, a setting hen, a cow and three-day-old calf, a mare, a two-month-old pig, a mare to be shod by a blacksmith, an orphan colt, a mare and colt, a duck, a 357-pound hog (named Horace, in honor of the school!), a 32-pound turkey gobbler and his smaller sister, a nanny goat and her triplet kids, and a black-faced lamb. Many of the animals made return visits.

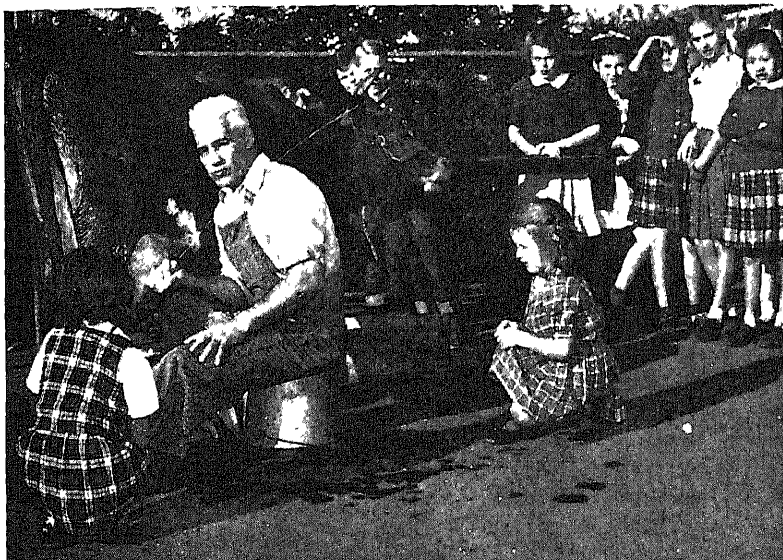
We always had a few rabbits, dogs, kittens, white rats, and guinea pigs brought in by children. Once we had a mother opossum with two babies. So the animal adventure was not entirely new.

We never had more than one animal at a time—that is more than one kind of animal. It or they would be brought to school for some particular class that was studying the farm, foods, or transportation. That class, in turn, acted as caretaker and guardian and invited all of the other classes to see their guest.

*Horses and Cows*

Fortunately, there is a vacant lot directly across the street from the school. Large animals could always be tied there.

The blacksmiths that shod the horses were quite doubtful at first of the educational value of their work, but after each had come once, he never had to be coaxed again. One of the men formerly did the



*Public schools, Oakland, California*

*The cow came to the school many times.*

horseshoeing for the local street, fire and police departments. The blacksmiths were generous with their time and talk, answering many questions as they worked.

Each class got to see one shoe removed, the hoof trimmed, the new shoe heated red hot, then fitted to the mare's hoof, cooled, and nailed on. Then the hoof was smoothed and the job complete. A keen observer could tell at a glance which child was familiar with the odor of burning hoof.

After the mare, Gypsy, was shod, she gave the nursery, kindergarten, and first-grade children a ride—two at a time. The doubling up served two purposes. It saved time and helped the little ones to

be brave. Some especially lonesome out-of-stater always served as the hostler and did he (or she) swell with pride at being the authority on correct horsemanship!

A big moment came when the hostler was asked to ride. The children always begged, "Now you ride, please ride." By the time all of the babies had been jogged about the yard, Gypsy was ready to stretch out. She loved to run, reined perfectly, started galloping from the first jump, and stopped instantly at command. Anyone who had ever ridden a ranch-horse would love her. The boys and girls who rode her at school "unattended" received a lift that could hardly have been gained in any other fashion.

The cow and her successive calves came many times. If the milking demonstration had been planned for Tuesday at nine, and all of the primary children had come at that time, old Bessie was milked—rain or shine. On three occasions in one semester, because of rain, she received top billing in the school auditorium. At each demonstration, several eight- to twelve-year-old children who needed help and recognition did some milking, too. They had been carefully selected ahead of time, tho they did not know it.

Once, after the cow was milked at school, her milk was kept there, the cream allowed to rise and butter was churned from it. The clabber was drained and made into cottage cheese. Another time, the milk and cream were used to make ice cream which was frozen in the classroom. The ice was put into a barley sack and broken to bits by using the flat side of an axe "just like my big brother did back home." The three main "crankers" were allowed to scrape the dasher and eat the cream from it.

### *Horace the Comedian Hog*

Horace's pen was easily arranged by backing the horse trailer, in which he rode, between an open gate and the corner of the yard—thus giving him shade and straw to lie in, and at the same time affording children ample opportunity to see him and reach thru the fence to scratch his back with sticks. The fence had steel pickets spaced about six inches apart.

Horace's most fascinating trick was his ability to straighten out his

curled-up tail whenever his back was scratched. Next came his trick of tossing his trough several feet into the air when he had eaten all that he wanted.

### *House Guests*

All the animals except the horses, cow, and Horace had a pen in the school basement. The gratings that go over the basement windows made an excellent fence and the long sheet-metal basin used for the sandtable served as floor protection. This inside pen was easily constructed and easily cleaned. The fact that all of the animals were very gentle made the problem of corrals an easy one.

The nanny goat and her triplets were the only animals that were penned up inside the classroom. She liked to butt, so we tied her to a closet doorknob and let her little kids out in the room once each hour. The other classes were asked to come to see the kids' antics. The old Hippodrome Circuit never put on more shows on a one-day-and-night stand than did those baby goats. They did fancy juggling with paper boxes and even stood three deep on a large orange box just like the tigers in the circus.

### *"It Made the Children Laugh and Play"*

The black-faced lamb, Pat, was the prize. He looked more like a Walt Disney cartoon than the real thing. Pat began his educational career at the age of three weeks, nursing eight times a day from a bottle, with ecstatic tail gyrations that were the joy of all beholders.

He became county famous, having appeared at various service clubs, at twenty-one schools, and at the Alameda County courthouse. He proved definitely that the crossword-puzzle makers are correct in stating that a lamb says "Maaah" and not "Baaah."

His caretakers were many and varied. Each child wanted to be his nursemaid overnight. His homes were garages, dog houses, basements, bedrooms, chicken houses, barns, school halls, and kindergartens. Few mothers shared their offsprings' enthusiasm, but Pat always managed to find a place to sleep.

The setting hens stayed the longest and were the least care—yet their accomplishments were the most miraculous. The lower-grade

children made calendars and marked off the days until hatching time. Twenty-one days is a long time for six- or seven-year olders to wait. Yet, the time did pass. The hen would sit tight for the first few days, then come off to eat, drink, cackle, and scratch for a few minutes each day.



*Public schools, Des Moines, Iowa*

*Children received pure joy from contacts with the animals.*

The eggs were set on the same day that the local hatchery filled its incubators, the reason being that dogs sometimes got into the building and upset old Biddie so that she either left or broke her eggs. The hatchery owner made it possible to slip more eggs under the hen so that she hatched out in the established time.

Finally, with the aid of one or two older farm children and the principal, each child in the "sponsoring" class got to hear a little chick peeping in its shell before even a tiny speck of hole was visible.

From then on, the stages of working thru the shell and drying out caused many "oh's" and "ah's." Nothing can match the effect upon human beings that is caused by a hatching chick or a newborn animal.

The chicks remained for several weeks in their hall pen. Their feeding and care remained the responsibility of the sponsoring class, but the whole school visited them often.

The turkeys came ten days before Thanksgiving. Their feathers were dark bronze, showing every possible color in the sunlight. The hen crept about the pen as tho she were apologizing for being there, but the gobbler had a different mien. He strutted, gobbled, and scraped until his fame was spread over the community. The little knob over his beak would be the size of a stub pencil one minute and hanging down six inches the next. His wattles would change color from green to blue to fiery red in just a few seconds.

The art work that resulted from the turkeys—from the kindergarten thru Grade VI—was really wonderful. In fact, all of the animals and fowls gave inspiration for many expressions of art and dramatics. The pigs might have horns, the chickens too many toes—or none, and the cow no tail, but the children producing the pictures were proud of them and happy. So were their families.

### *Was It Worthwhile?*

The pure joy that all children, most teachers, many parents, and neighbors received from the contacts with the animals was evidence of spiritual enrichment. In making an attempt to find some common denominator for newcomers and old-timers, the whole school was helped. Art, composition, music, oral English, dramatics, science, and even reading became pleasant experiences and not just subjects.

Problems of discipline were materially lessened. Children did not "panic" easily. They were flexible and willing to cooperate in large groups, both in the auditorium and in the school yard. Parents wrote nice little notes of appreciation or sent fun-poking cartoons from the current magazines.

No tests were given to prove a thing. One need not test the spirit for spiritual growth. It is evidenced by children's happiness and their consideration for others.

# Las Posadas

By WILDA C. METTE and ALTA B. WHITE

*Principal, and Teacher of Eighth Grade, Russell Elementary School, Hayward, California*

THE school district of the Russell School is divided by a railroad track. On the east side are lovely homes, orchards, and signs of long settlement and sturdy Scandinavian ancestry. On the other side of the tracks, in the marshland and near the Oakland garbage dumps in an unrestricted building area live field workers, Negroes, a few Caucasians, and a goodly number of gypsies. A survey found between 80 and 85 percent of the school enrolment to be Mexican Americans.

Altho so greatly in the majority, the Mexicans still felt themselves in many ways to be outsiders and their needs were given special thought by the faculty. A student of Mexican folklore had told the faculty the interesting story of Las Posadas (The Inns), a colorful nine-day Mexican Christmas celebration.<sup>1</sup> It begins December 16 and continues nightly until Christmas Eve. This story of the search for lodging by Mary and Joseph was brought to Mexico about 400 years ago by the Franciscan padres. Time and custom have changed the observance which is now held in the home instead of the church.

Nine families participate in each celebration. They gather each evening at a different home, singing the Litany, carrying lighted candles in procession, and going from door to door around the patio, singing the folk songs begging for lodging for Mary, Joseph, and the pilgrims. Each time they are turned away. On the last day the meeting is held in the largest and most pretentious of the nine homes. The procession ends with the head of the house welcoming them in and thus having the honor of presenting the nativity scene. A joyous celebration follows—dancing, eating, and holiday games.

Including in the gayety is the customary breaking of the Piñata,

<sup>1</sup> This celebration is described in the following references:

Peck, Anne M. *Young Mexico*. New York: Robert M. McBride and Co., 1934, p. 5-9.  
Sechrist, Elizabeth H. *Christmas Everywhere*. Revised and enlarged edition. Philadelphia: Macrae-Smith Co., 1936, p. 28-38.  
Tercero, José. "Christmas in Mexico." *Bulletin of the Pan American Union* 65: 1232-36, December 1931.



a clay vessel, gaily decorated with ribbons and streamers. It is filled with candies, small toys, and cakes wrapped in bright-colored papers and hung by a rope and a pulley in the center of the patio. It may be raised and lowered quickly. A large circle is drawn on the pavement where the children gather around. One at a time boys are blindfolded, given a stick and three chances to break the Piñata. Much laughter and fun precede the breaking and the scramble for goodies that ensues.

### *A New Kind of Christmas Program*

This Mexican Christmas celebration seemed to be a natural observance for the school. The teachers studied it, generally agreed upon it, recognizing that some questions would arise because it was of Roman Catholic origin. It was so appropriate, so interesting, and impressive that after due consideration we decided to present it and made our plans accordingly. It was explained that the celebration was no longer a church ritual but had become a folkway of the rural peoples of Mexico. Here we started our teaching of respect for all religions, customs, and creeds.

The songs had been learned by ear and written down by the student of Mexican folklore while she still lived in Mexico. With the help of Mexican students a continuity was written. The music teacher wrote the accompaniments and Spanish-speaking children taught the other pupils the correct pronunciation. One teacher's husband wrote out English translations. Over two hundred children participated in the choruses.

### *Las Posadas in the School*

Our Las Posadas celebration started with a fifteen-minute organ recital of Christmas songs, on an organ borrowed from the Presbyterian church.

A Mexican girl told the story of the Posada in Spanish followed by a Negro boy who gave the story in English. A Catholic priest gave the Lord's Prayer in Spanish; it was repeated in English by the Episcopalian minister.

Several small inns had been constructed in various locations in the

auditorium. Before the procession entered thru the rear doors of the auditorium, Joseph of the play, accompanied by the piano and violin, chanted a litany, with responses from our music supervisor. It was a very beautiful and impressive beginning.

The doors then were opened wide and the pilgrims led by Joseph and Mary wended their weary way down the long road to Bethlehem. Costumes of the day were suggested by turbans and flowing robes of many colors.

The wayfarers wandered slowly along chatting in low tones until they arrived at the first inn, halted and asked for lodging. It was very solemn and quiet as the Mexican boy who impersonated Joseph sang in his beautiful Spanish voice the words that pleaded for shelter for the Virgin Mary. The innkeeper listened to his story, then sang his reply which conveyed the idea, "No room in the inn."

The pilgrims resumed the weary march and wandered on until another inn was reached. Again they were refused admittance. Again and again they heard the same story, "No room in the inn."

At last they reached an inn where the keeper opened wide the door and sang, "Entren santos peregrinos" and to him was given the joy of having the Christ Child born within his gates.

The entire processional was solemn and beautiful. Spotlights and colored floods were used to light the pilgrims' progress. The final inn door and manger scene were constructed upon the stage. As the baby Jesus lay in the manger the little children knelt beside his lowly bed. Kneeling about the Christ Child were Chinese, Mexicans, Negroes, Filipinos, Hawaiians, and Caucasians.

After the religious part of the program was completed the Mexican Christmas fiesta of breaking the Piñata was presented. The audience laughed as the various children struck at the Piñata, finally breaking it and scrambling for the scattered sweetmeats.

### *Some Continuing Results*

This observance has had an inspiring carry-over for the year, especially in our eighth grade, where the theme of social studies has been democracy—learning and knowing people; freedom of beliefs, thoughts, and actions for separate groups; but still one people living

together and working together for freedom from prejudice. The various races and religions learned to respect and know the beliefs and practices of other groups. Instead of religion being pushed into the background and hushed up, it has become an open and much discussed subject.

The soloists who took part in Las Posadas have been drawn together into a boys' sextette. They represent several religions but have appeared together in many programs at religious meetings, women's clubs, service clubs, and schools. No questions have been asked either by the children or parents about denominations in religious meetings. The children attend the meetings and do their best.

The Mexican boy who played the part of Joseph was recently invited to attend a religious day school to give a report on the book *One God*.<sup>2</sup> He is a devout Catholic and appeared at this Protestant meeting in a near-by village when he was barred by a covenant against his people from living within its limits. He gave his fine report and sang his solo "Ave Maria" with all the fervor he would have given in his own church. As he gives this report on the Jewish, Catholic, and Protestant religions he always says, "We did not study this book to change our religion but to learn and know about the basic religions. We can keep our own beliefs when thru with the book, but it helps us to appreciate the religions of others."

Who can say how far the spiritual values of this experience have spread in this community and with these children? We feel we have made a contribution toward understanding among people and that the presentation of Las Posadas was an ethical and emotional experience with definite value to the children, school, and community.

<sup>2</sup> Fitch, Florence M. *One God*. New York: Lothrop, Lee, and Shepard Co., 1944. p. 144

*Harmony makes small things grow; lack of it makes great things decay.*

—SALLUST, *Jugurtha*

# *Painting a Frieze and Building Spiritual Values*

By ROSS L. NEAGLEY

*Superintendent, Mount Pleasant Special  
School District, Wilmington, Delaware*

ALTHO art in any form contributes to the development of spiritual values, frieze painting by groups of children seems to have unusual possibilities in this field. In our school the painting of friezes or murals is participated in extensively by pupils on all levels of maturity. Sometimes the subject is directly related to the social studies, at other times it is a direct outgrowth of an incident that happens in the school or class, and on some occasions the subject grows naturally as the children's imagination runs rampant.

The mere fact that a frieze is much larger than paintings usually done by individuals adds a more lifelike touch and thus the results seem more realistic to the pupils. As one fourth-grade pupil expressed himself after working with the entire class on an Egyptian frieze, "I felt like swimming in the Nile. I felt like going into the woods and climbing the trees."

## *Develops Attitudes of Cooperation*

One of the greatest contributions that frieze painting makes to the development of spiritual values is the fact that many individuals are receiving at the same time esthetic values and emotional experiences by cooperative expression.

It is impossible for a group of children to work together day after day on a painting without being drawn closer together. Before actual work is begun a class should cooperatively plan the form the painting is going to take, select committees for particular duties, and organize the work of the various groups. This requires the free exchange of ideas, the selection of the most promising ones, and the modification or rejection of others. It also makes it necessary to evaluate the abilities of the various class members and for some to be selected

to assume more important responsibilities, while others must graciously accept subordinate roles.

When actual work is begun there are many other adjustments to make. Each child must make his creation fit into the larger plan. Pupils share the same paint pots and other equipment and are frequently working elbow to elbow so that respect for the rights of others and simple courtesies are fostered.

The unusual power in frieze painting to unite groups of pupils was dramatically illustrated in a fifth-grade class in another school of which the author was principal. During the first part of the year the class was very much disunited with various groups refusing to cooperate with each other. A skilful teacher in another grade volunteered to take over the class; under her careful guidance and encouragement the class decided to paint a frieze depicting life in South America. Much discussion followed among the minority pupils as to whether one group would attempt to dominate this project as they had other class enterprises. Before any actual work was begun the class planned the project cooperatively. When the tentative plans for beginning the actual work on the frieze were made, it was noted that suggestions from all groups were represented. A chairman was selected and duties assigned. During the first few days friction between the various factions was still noticeable, but as the ideas of the group took form in the painting something happened to that class. In the latter stages it was very gratifying to visit them at work and to note the complete harmony that existed. Other projects were later carried out by the class and there is no doubt that the painting of the frieze contributed much to overcoming the disunity and intolerance in the class.

#### *Utilizes Creatively Many Levels of Skill*

Most children receive pleasure from expression thru art, but the joy they receive is often spoiled because of the imperfection of their creation as compared with the work done by more talented pupils. Here again frieze painting creates spiritual values for the pupil who has insufficient talent to do individual art projects. This was demonstrated so well in the case of Sammy, a second-grade boy in Mount

Pleasant School, who usually spent his art periods in scribbling or painting different colored lines on paper. Altho he apparently received passing pleasure from this method of expression there seemed to be little real satisfaction attached to the results. In most cases, he would hide his paper from the teacher while other pupils were proudly displaying their pictures. When, as a result of the visit of Admiral Halsey to the community, the class decided to paint a frieze showing his battle fleet, it was agreed that Sammy should be selected to paint part of the ocean. Sammy fairly grew in stature while doing his assignment and even months after it had been completed, Sammy's eyes fairly danced as he pointed to the picture on the wall and said, "I painted the ocean." Another pupil in the same room who had never previously shown much interest in art was proud of the plots of grass he painted on a frieze showing Indian life. In frieze painting every child can get that thrill. Whether he possesses talent or not there is always some small contribution that each child can make and thus have a part in the total creation.

### *Depends for Success on Cooperative Approach*

Even an activity as full of possibilities for spiritual values as frieze painting would fail in that objective if it were not undertaken and carried thru in an atmosphere of cooperation. What is done is less important than how it is done. As undertaken in this school, with emphasis on group planning and wide participation, the results are clearly discernible in human relations and attitudes.

*Art is the desire of a man to express himself, to record the reactions of his personality to the world he lives in.*

—AMY LOWELL, *Tendencies in Modern American Poetry*

# *Teaching Ethics on the Playground*

By CARL NEUFELDT

*Principal, Lincoln School  
Mount Vernon, New York*

THIS article is based on experiences in a city in the Middlewest, in a school that is endeavoring to make a direct contribution toward the improvement of the children's conduct and behavior thru the use of the playground. This large elementary school is located in an industrial area populated by different races and nationalities. In many families, both the father and the mother work in neighboring industries.

## *Difficulties on the Playground*

Intergroup tensions and lack of parental training were reflected in numerous quarrels on the playground. Principal and teachers either had to make frequent hurried trips out to the playground during recess in order to stop fights which attracted a large audience or they had to settle quarrels after recess which took valuable school time. Some of the chief playground problems encountered were:

1. Unintentional rough play
2. Selfishness
3. Nothing to do on the playground
4. Lacking knowledge of cooperation
5. Getting even with someone
6. Being poor losers
7. Fighting "on the drop of a hat."

In some cases it was almost impossible to find out who was guilty, and any punishment administered usually proved ineffective.

The principal who came to this school about six years ago began to work in cooperation with the teachers to organize the playground into a simple but positive force for the correction of existing conditions. Thus over five hundred children have spent more than one

hundred hours each year in good-natured play with other children, rubbing elbows with their principal and the school personnel as a whole, on a basis of both ethical and personal development.

### *The Plan in Operation*

Staggered recess periods are scheduled for the primary and intermediate recess periods, morning and afternoon. The principal of the school oversees the playground during these periods, in which the various classes of each separate division play simultaneously on assigned parts of the playground.

All the playground equipment, including an easy-to-operate dry liner, is checked out by a few reliable monitors. The daily use of the liner in remarking any necessary lines eliminates confusion in close decisions and adds interest to the games. This system of checking playground equipment has taught the children responsibility on their level of achievement.

The classroom teacher uses physical-education periods to teach the children how to play various games well. During the winter one finds the children playing running games such as "Blackman" or "Fox and Geese." They seemingly never tire of these games as long as they are properly directed. The teachers quite often hear this familiar comment from the children as they are coming in after a recess period during the long cold months, "I don't know why, but I just love to run."

Every child from the second thru the sixth grade belongs to the boys' or girls' ball team in each room. The line-ups remain unchanged thruout the year but the schedules of team competition and diamond assignments are changed in order to keep up real enthusiasm. The boys' and girls' trophies move to the winning homeroom teams and each day gives the losing club another chance to win.

The spring and fall seasons are culminated by a competitive grouping of teams for ball games according to ability and a matching of the first, second, and third all-star teams. The parents, relatives, friends, and teachers enjoy seeing and assisting in these specially arranged games. The primary-grade children usually play a number of their favorite games and conclude with races while the inter-



mediate children prefer to exhibit their skill in softball games after some closely contested races.

### *Appraisal of Results*

The playground merely serves to bring to focus in free interplay of child with child the principles of conduct which the school seeks to teach in many ways. Learning to live and play together is one of the most difficult skills to master and exemplify, yet it is essential if there is to be any harmony of relationships in the family, the community, or in any larger group.

We observed how the children learn to meet realistic playground situations—a close decision on third, a bully trying to bat out of turn, being a target in a snowball fight, or losing a close foot race. Incidents such as these require the practical application of proper ethics at an early age. Making a home run in softball or outrunning someone else in a game has helped the child attain status in the group and at the same time has established responsibilities and limitations. The emotions that he awakened in his fellows, the regard in which he was held, the duties that were delegated to him, and the effective way in which many of the barriers were broken down between the school personnel and the child have not only contributed to his social behavior but also influenced his consciousness of self.

These children respond to friendly and firm leadership. Their growth in cooperative spirit and self-discipline has made it possible for the principal to observe as many as eight games at one time and to assist in close decisions without many delays. Adult leadership has had its influence in restricting profanity, arrogance, suspicion, and misunderstandings. It has also reduced the flaring of quick tempers and has created an opportunity for practicing fair play and tolerance. The expression "Do you want to make something out of it?" is heard less frequently. The bully and the shy child both have been encouraged to learn the basic lessons of interdependence, and large proportions of all the children from the primary grades thru the intermediate section have shown much progress in learning to place team interests above individual selfishness. Youngsters have been heard to remark that they lost the game but had lots of fun.

Truancy, which is a form of antisocial conduct, has been reduced. There also has resulted a better feeling in the community toward the school which can be attributed in a large sense to the children "selling" it to their parents. This is especially vital in areas of social and economic handicaps.

In past years this school had a reputation for alley fights on the way home from school. Quarrels originated on the playground and then were carried on, without the knowledge of the school personnel, as a form of excitement. These fights have nearly disappeared.

Teachers report improved class attitude in some cases and attribute it in part to the playground program. It has been a relatively simple matter to follow the child's classroom achievement records, but we felt that this was only a small part of the picture of his development. It is impossible for a principal to discuss the problems of a child intelligently with a parent, by merely knowing that the child is wasting time, lacking in attention, or following some other form of behavior associated with unsatisfactory schoolwork. But in working with and observing the child for several years on the playground, the principal gathers a great deal of functional information for practical guidance which can be used in conferences with the parents as well as the teacher.

Each child requires activity, and an opportunity to do something significant in order to build up security. Such a simple event as "catching a fly" in softball may encourage a child to develop into a very satisfactory all-round ball player within a short time. Often this success is maintained on the playground and carried over to other activities in the classroom. A refreshed happy child coming into the classroom from a wholesome playground experience will usually carry the same spirit back to work.

Periodic evaluation of our efforts will provide for a sound basis of future progress in making the playground a more coordinated and effective tool in forming the correct social attitude and behavior of the children. It has taken a number of years to develop a satisfactory working plan which has evolved in the direction of a simple organization simple to administer. Continuous emphasis is needed for continuous satisfactory operation.

# *The Right Kind of Homework Has Spiritual Values*

By F. R. PARK

*Principal, School 52,  
Buffalo, New York*

IN a study of homework undertaken some time ago by a committee of Buffalo principals representing a cross section of the city's schools, it was found that 89 percent of the parents of children of Grades VII and VIII, 60 percent of the pupils, and 55 percent of the principals favored homework. Apparently a smaller percent of teachers favored it, altho their answers to the questionnaire were qualified so as to make a tabulation impossible. The favorable nature of the responses suggested the need for rethinking the whole problem of homework.

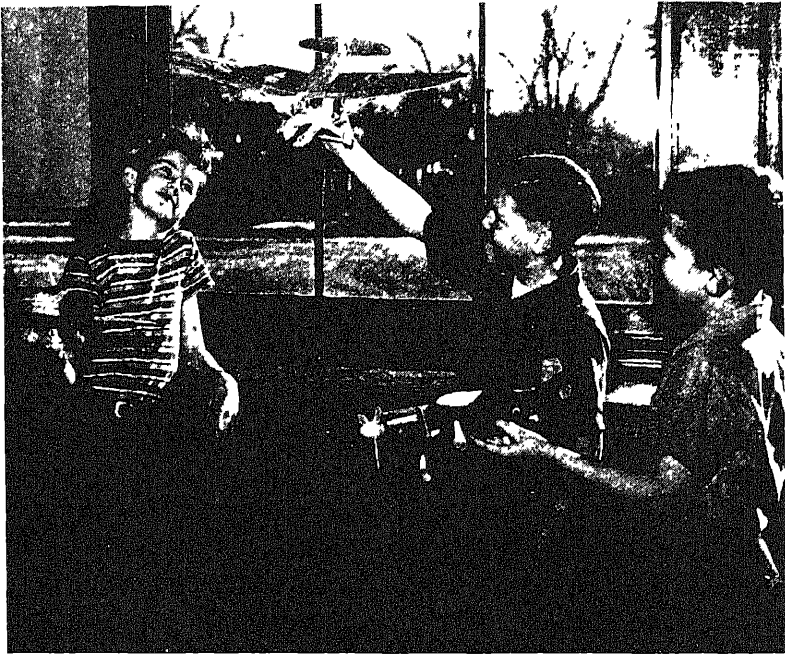
The upper-grade teachers in the writer's school have been experimenting for some time in a small way with types of homework that they think furnish "ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit."

## *Assignments vs. Overflowing Interests*

A fairly good case can be made, at least in the upper grades of the eight-year elementary school, for homework assignments of the type given out in high school. The skilful high-school teacher spends time in assigning the lesson so that motivation is provided in the pupil's mind for attacking it. No matter in what walk of life the future citizen and wage earner is destined to live, the ability to formulate his problems, to gather information bearing on these problems, to organize this information, and ultimately to use it is a determining factor in his future usefulness and success. This power of independent study, fully mastered, makes the individual of more value to himself and others and, therefore, possesses spiritual value.

But the type of homework most fraught with spiritual values is perhaps not the assigned lesson of the upper grades and high school,

but the kind which we might designate as the "overflowing interest" type. When the right kind of job is being done in the classroom, and the proper guidance is given, the forces so generated will overflow the classroom boundaries, invade the home, and may enlist the interest and cooperation of the parents. In these days, when the



*Public schools, Denver, Colorado*

*Home projects of the "overflowing interest" type help children to gain satisfaction from competent achievement and from endeavor shared with their parents.*

comradeship of the son working on the farm with his father and the daughter in the kitchen with her mother has been so largely lost, it would seem that home and school would welcome the opportunity to recapture some of this spirit of cooperative endeavor. By encouraging home projects that center round the school curriculum, these spiritual forces of the home can be marshalled and used to strengthen character, and possibly to counteract in part the too prevalent commercialized activities of radio, movies, skating rink, and street.

*Illustrations of Home Activities*

This kind of home project is a far cry from the idea of "father doing Junior's homework" and yet it offers parents the opportunity, so often mentioned as their desire, to keep in touch with the progress of their children. The following partial list of home activities, attempted recently by pupils in the writer's school, will illustrate this idea:

1. Model houses and scale plans in a home-building arithmetic project
2. Collections of mounted specimens of rocks, minerals, flowers, and woods in science
3. Telegraph sets
4. Posters for candidates for class elections
5. Radio and movie criticisms and reports
6. Trips into our community with parents going along and furnishing transportation
7. An esthetic appreciation club in which each member made a collection of different articles which he thought beautiful
8. Weather observation records
9. A model speed boat competition in shop
10. An archery club which made its own equipment
11. Study of recreational opportunities in homemaking class—discovering ways families may have fun together in our city, with little or no expense
12. Diaries in history class, pretending to be living in some different period of history
13. Models of significant inventions in the industrial revolution in history
14. Salt maps paralleling geography in the sixth grade
15. An evaluation of comic books on the local newsstands to attempt to raise the level of the children's reading.

It is possible that thru this type of homework the school can do much to influence the home along many lines—hygiene, manners, discipline, recreation, and artistic taste. Likewise, it is possible that the school can tap a great, neglected reservoir of spiritual values to reinforce its program for the children in its care.

# *The Children's Council Builds Character*

By C. T. THOMPSON

*Principal, Vestal School, Portland, Oregon*

THE teachers of our school have believed for many years that the children should take an active part in solving the problems of the school. As one teacher said, "It is their school. Why should they not be interested in how it is run?"

Belief in the soundness of the children's judgment and in their sense of fair play has resulted in children of the higher grades being responsible, in large part, for supervising the halls, stairways, lavatories, and the cafeteria. These children supervise without touching another child; they guide but do not punish. They organize the fire squad, call the drills, and handle the children in these drills in a capable, workmanlike manner. Adults could not do it better. Over forty of the older boys act as safety officers at street intersections near the building. One can almost see these pupils grow in the qualities of leadership.

## *Classroom Organizations*

Organization of classrooms was a natural follow-up after beginning the above activities. After watching the students carry on these duties so capably for some time the teachers encouraged the children to organize their own classrooms. There was some skepticism on the part of teachers, but the majority thought the children should be given the opportunity to aid in directing their activities and cooperated by opening channels for service.

It was interesting to observe the children select their officers. They made fewer mistakes than their elders do in electing officers to govern our towns and cities. These children selected real leaders, boys and girls who were outstanding leaders in their classes. Children probably see more clearly the faults of other children than adults. Certainly children are more direct in their actions.

*Broader Base of Representation*

The room organizations found that their activities ended within their rooms and soon asked for a larger body which would have more authority. Room representatives asked their teachers for permission to form a council which would reflect the wishes and suggestions of the entire student body.

The principal, at a regular faculty meeting, asked for discussion of the request of the students. There was agreement that the request should be granted. A teacher in the building outstanding for her wise and capable leadership, who was a friend and counselor of all the children, was selected as adviser to the future council.

Each section above the third grade elected a representative to the central council. At the first meeting the members elected a president and a secretary. The selection of these council members and their officers was a lesson in democracy. Only children who represented the best in leadership were selected. It has become a truism in the building that members of the council must be of the highest character and true leadership. Surely there is definite character training in such qualifications.

The elected officers are in direct charge of all subsequent meetings during the term. Often a child in a grade under the eighth, who is recognized as a leader, is chosen for president. As the first, second, and third grades are not represented on the council, each councilman is assigned to a primary room to make any reports that affect the school. He represents both his own section and the primary one.

This plan brings the older students into direct contact with the small primary people, who are delighted to have an upper classman talk to them. The association between the older child and the small children is beneficial in that the little ones admire the older students and try to emulate them. As these councilmen are picked students the example is a good one.

The council meets regularly once every two weeks. The president consults with the adviser before meetings; if the counselor has any advice to give, it is presented to the council by the president rather than by the adviser. Other matters of interest to the children are

brought before the council by the members. Teachers often suggest to the room representatives that certain problems be taken up by the council. Other suggestions come from the classroom organizations. The principal may suggest to the adviser or to the council problems of vital interest to the welfare of the school. Sound judgment and right thinking, so essential to the growth of good character, are needed for effective service by the pupils in the deliberations of the council.

### *Functions of the Council*

Our council is not a law making body. It discusses matters that are of primary importance to the school and makes suggestions as to the solution of problems. The motion to act usually begins thus: "I move that the council suggest that . . ." All of the members of the council realize that the principal and faculty are responsible for final decisions. However, the council is assured that any recommendation made by it will be given every consideration possible. The meetings are serious as all know the children and the faculty depend on them to truly represent the school.

Recently the council discussed a change in the order of passing from one department to another. Years ago under the platoon system, when the halls were quite crowded during class changes, a rule was made that children walk in single file. The council thought the original plan should be abolished—it was not always obeyed—and children should be allowed more freedom at such changes. The principal brought the problem and the action of the council before the faculty where the change was approved.

The adviser to the council says. "The council is beneficial to the children in that it gives them experience in dealing with democratic procedure. It also gives them a feeling of proprietorship in their school."

### *Authority, a Gradual Growth*

We have not asked the council to enforce the rules they have proposed, tho there is no doubt they are easier to enforce since the school children suggested them. Many of the monitors do have a



certain moral authority which is largely preventive. We think that turning over the management of the school to the council would be a serious mistake. However, we do think student participation in management is desirable and necessary.

What of the future of the school council? It will depend, to a large extent, on the continued success of the present policy. We do not intend to go into the movement too rapidly. We have observed schools that did, thereby giving student government a black eye for a long time to come.

As the student council grows in the estimation of the children and the faculty, it will naturally be given more authority. If its character-building activities continue to affect the school favorably, the faculty will gladly lean upon the council more and more. The students themselves must want such participation and help to initiate it. There is no limit to what such a council might not do in assisting in the government of the school. Since it does not punish, but leaves that duty to the principal and faculty, it can devote its time and energy to constructive problems vital to the welfare of the school. It can assist the faculty in building a stronger, more democratic America, where each one will participate according to this training and ability.

*As teachers we are responsible for providing children with opportunities to practice democratic ways of behaving. Children need practice . . . so that they will know how to operate as responsible members of groups, whether these groups are in classrooms, schools, churches, playground, or in the community. This means that children must have chances in school to think about, discuss, and plan ways of solving everyday problems.*

—PUBLIC SCHOOLS, NEWTON, MASSACHUSETTS, *Social Studies*

# *Developing Morale in a School Faculty*

By WILBUR A. YAUCH

*Associate Professor of Education,  
Ohio University, Athens, Ohio*

SOCIAL psychologists have long emphasized the point that the quality of individual behavior is markedly improved in social situations. Individual judgments are improved when made in concert with others, and the quality and efficiency of work improve in a desirable social situation. The mere presence of spectators will definitely speed up the work of individuals.<sup>1</sup> One of the basic assumptions on which theories of social behavior rest is that individuals act differently in group situations from what we might expect of them in isolation.<sup>2</sup>

Perhaps the most revealing study of its kind is the one conducted at the Hawthorne Works of the Western Electric Company.<sup>3</sup> An experimental group of industrial workers was selected to discover the effect of changes in the material environment on productive efficiency. Proper lighting, pleasing color tones, frequent rest periods, everything thought to affect production was made as desirable as possible. Plant managers and executives kept a close and intimate contact with the development of the experiment. As one could predict, production levels shot upward dramatically as working conditions improved. But the astounding part of the study came when these workers were returned to their former conditions of labor and the production levels continued as high as ever. The social interactions among the experimental workers themselves and the interests shared with management apparently had built an esprit de corps which

<sup>1</sup> Britt, Steuart H. *Social Psychology of Modern Life*. New York: Farrar and Rinehart, 1941 p. 233

Dashiell, John F. "Experimental Studies of Influence of Social Situations on Behavior of Individual Human Adults." *Handbook of Social Psychology*. Worcester, Mass. Clark University Press, 1935. Chapter 23.

<sup>2</sup> Krout, Maurice H. *Introduction to Social Psychology*. New York: Harper and Brothers, 1942 p. 360.

<sup>3</sup> Roethlisberger, Fritz J., and Dickson, William J. *Management and the Worker*. Cambridge, Mass.: Harvard University Press, 1943. p. 615.

resulted in continued high production, even when the physical condition of work reverted to very unsatisfactory levels.

Elementary-school principals can well afford to take the clue given them by social psychology. Improvement in the quality of work in school is desirable and desperately needed. When teachers have opportunities to work together on common problems the social interactions that result will tend to improve the quality of teaching.

### *Planning for School Interpretation*

Such was the experience of one elementary-school staff. The school program, on which the entire staff had been working for a period of several years, represented a point of view and a set of practices which deviated widely from those commonly experienced by the parents when they went to school. Misunderstanding and antagonism was a predictable result. The teachers themselves began to question the advisability of continuing a program so little understood by the parents. Two courses of action were open. The staff could modify the program so that it conformed more closely to what the community considered defensible, or it could undertake a campaign to inform the public more accurately concerning what the school was actually trying to do. The teachers were unanimous in their agreement that instead of retrenchment they should attempt to give the community members an intelligent understanding of the school's purposes and program.

A public-relations committee of three members was selected by the faculty of twenty-five teachers, to study the possibilities for a program of parent education. It was immediately apparent that the committee needed something concrete and specific to put into the hands of parents that would depict the program already in operation in the school.

### *Developing a Handbook*

A handbook was finally decided upon, one that presented the activities of the school in the form of pictures with a minimum of verbal elaboration.

The organization of the handbook was of particular significance to the faculty. Two methods of presentation of the material were possible: organization around the conventional areas of subjectmatter, and organization more consistent with the structure of the school program around areas of children's experiences. Subjectmatter organization would present the material in a form more easily understood by the parents, but the experience approach would do a better



*Public schools, Tulsa, Oklahoma*

*Children feel zest and satisfaction in making plans and in assuming responsibilities for carrying out activities that are important in the life of the group.*

job of showing clearly what the major principles of the program actually were, and how subjectmatter related to these principles.

The final organization of the handbook took the form of presenting the work of the school under six main headings which represented what the faculty members considered the important divisions of their responsibility to children:

1. Getting Along Together
2. Happy and Successful Children
3. Independent Thinking

4. Cultural Development
5. The Making of Good Americans
6. Building a Sound Body

When finally completed, the handbook was a collection of pictures of children carrying on activities in which the parents would find them typically engaged during the school day, grouped under the above six headings. Each section was preceded by a short verbal description of what was meant by that section heading. Beyond this introductory explanation the only verbal material was a short descriptive title for each picture.

The handbook was duplicated by offset printing and attractively covered. The art supervisor was particularly helpful in offering advice and skill in creating a document which would have been a credit to any institution interested in good publicity. (The troublesome question of cost was fortunately avoided. The Addressograph-Multigraph Corporation, with its main branch in the city, kindly cooperated by offering to do the duplicating as practice material for its training school. The public school was obligated only to the extent of furnishing paper and the labor of assembling the material.)

Under the heading of "Getting Along Together" were nine pictures with appropriate titles, showing the following:

1. A group of children preparing food for midmorning lunch
2. A table, with children grouped about it, decorated and set for a party the children were giving for their parents
3. A group of children sitting around a table in their classroom at noontime, entitled, "Acquiring the Social Graces"
4. Children engaged in constructive activity, sawing, hammering, and measuring
5. Children making furniture out of orange crates
6. Children sitting around a table in group discussion
7. A group of children working on the framework of a model of the sun for their "solar system"
8. A group of children engaged in storytelling in the library
9. Boys working on the framework of an actual house they were making in the classroom.

These pictures were intended to portray the many activities in the school in which children were learning to do things cooperatively.

All six divisions of the handbook were similarly treated. The title of the handbook—*Whither the Child?*—was indicative of the thinking of the teachers.

### *Leading Meetings for Discussion*

The program with parents consisted of a series of six evening meetings, one devoted to each of the six headings in the handbook. At each meeting all parents in the community were invited to observe a selected group of children demonstrating some phase of the school program, after which a full and unrestrained discussion by parents was encouraged. The chairman of the public-relations committee personally led each of these public discussions, with the principal in the background, as he had been during the planning and organizing of the meetings. Occasionally he was called on to comment on some phase of the program, or to offer further support and defense, but there never was any question that the whole affair was the cooperative effort of all.

The teacher whose children were being used for demonstration was necessarily required to be present on the evening when her children performed. Other teachers determined for themselves whether or not they should be present and a majority of faculty members was present at each meeting. When the meeting on "Independent Thinking" was held, a part of which involved a discussion of the method of teaching beginning reading, upper-grade teachers were as ready to defend the practices in the primary grades as those directly concerned with this phase of learning. The teachers as a whole considered the entire school program as their special responsibility.

### *Morale-Building Principles*

Morale in the faculty group must be measured by the degree to which the members will rise to a cooperative defense of the program. Certain well-tried practices are known to contribute to the development of this important factor of high morale in teaching. From an analysis of the experience in this school, the following elements seem to emerge:

1. *Teachers will develop morale and show a disposition to unite in defense of what they consider justified in proportion to the extent the program can be identified as theirs.*—The public-relations committee was elected by the faculty to discharge a specific responsibility. The handbook was the result of faculty opinion of what constituted the program of the school. The public meetings were planned and conducted by the teachers themselves with a minimum of advice from the principal. The whole procedure could be truthfully designated as teacher controlled.

2. *Morale is fostered to the degree that the members of the group have extensive opportunities to cooperate in a common program of*



*Public schools, Lexington, Kentucky*

*As each individual learns to play his part his whole personality grows and warms under sunny smiles of approval.*

*interest and value to all.*—No more important problem than that of securing community understanding of a school program could be selected for faculty cooperation. Every teacher is vitally concerned with the extent of acceptance of her work by the parents. In addition, the success of any truly community-centered school program depends to an important degree upon the ability of the parents to understand what the school is trying to do.

3. *Group spirit depends largely on the amount of direct credit and recognition the individual members will receive for the work they do.*—The Western Electric experiment demonstrates vividly the importance of individuals in a group having some evidence that what they are doing is being noticed and will be rewarded. Principals who have conducted successful school programs have usually discovered that their success as principals, and as educators in the broader sense, was inversely proportional to the amount of credit they personally demanded for the achievements of the school. If teachers truly initiate, plan, and execute a successful program all the credit for its achievement is rightfully theirs.

4. *Morale, which is a real integrating force for promoting group solidarity, is the direct result of effective democratic leadership.*—Space does not permit an extensive elaboration of this conclusion. The reader is referred to the study of Lewin, Lippett, and White.<sup>4</sup> They conclude that democratic leadership reduces the amount of aggression and conflict among individuals in a group to one-thirtieth of that evidenced in an autocratically controlled situation. It is clear that if the principal is honestly interested in developing morale he has but one choice in the type of leadership he offers.

The conclusion seems inescapable. Teachers who have the opportunity to think thru the main purposes of their program, have wide latitude in executing their plans, and receive due recognition for their efforts, will develop an esprit de corps to a degree every principal will consider desirable. In an even more important way the activity will pay rich dividends in increased community understanding and cooperation.

<sup>4</sup> Lewin, Kurt, Lippett, Roland, and White, Ralph K. "Patterns of Aggressive Behavior in Experimentally Created 'Social Climates'." *Journal of Social Psychology*, 10: 271-99, May 1939.



# *Schools of a Great City Seek Spiritual Values*

By ERMA E. PIXLEY, AMBER WILSON,  
MAURICE G. BLAIR, and others

*Supervisors, and Assistant Superintendent, Curriculum  
Division, City Schools, Los Angeles, California*

As far back as 1942 thought was given to preparing teaching materials for the Los Angeles schools on moral and spiritual values in education. Even the good teachers all thru the years have emphasized such values, the need for a renewed emphasis was evident in many ways: international strife, national discord, community differences, broken homes, personal disappointments and frustration, and increasing juvenile delinquency.

In the spring of 1944, definite steps were taken to undertake the preparation of a teaching guide in this important field. It was developed by committees of teachers, administrators, and community leaders. Valuable suggestions were made by leaders of different religious faiths. Approximately one hundred and thirty-five people took part in developing the teaching materials, the work being coordinated by a member of the curriculum staff. In addition to the regular committees, contributions were made from the various curriculum sections and from the elementary, secondary, library, and textbook sections.

## *The Published Guide*

After more than six months of conference and revision of materials a printed report was ready for presentation to the schools.<sup>1</sup> *Moral and Spiritual Values in Education* was designed as a guide to instruction in the practical application of moral and spiritual values to which people of all cultures and creeds could freely subscribe. Purposes and plan are indicated in these sentences from the introduction:

<sup>1</sup> Los Angeles City Schools, *Moral and Spiritual Values in Education*. School Publication No. 402, 1944-45. Los Angeles the Schools, 1944 p. 111.

We are not seeking to introduce a new subject into the curriculum. We are merely presenting an organized, unified plan whereby moral and spiritual values may take their rightful place as a natural, normal part of the curriculum. They are not the whole curriculum, by any means, but they are so important that their place should be well defined.

After careful consideration and consultation it has seemed wise for us to work thru the curriculum and the school activities as they now exist, directing a new emphasis toward vital values, and carrying this idea from the kindergarten right thru the twelfth grade. Upon such a plan this study has been organized.

Never forgetting that the individual functions as a unit, we have selected (for the sake of definiteness and concreteness) certain Key Qualities of the Spirit as focal points of emphasis. Then we have tried to show how the school as a whole contributes to the development of these qualities—how the school and community working together can contribute—and, finally, what can be done in the classroom itself to stimulate the growth and activity of these qualities.

Since the classroom is really the heart of the school organization, we have placed most of our emphasis there. We have suggested ways in which every department of work can help foster moral and spiritual values. It is in the fields of English, social studies, music, and art, however, that the greatest variety of opportunities seems to be presented.\*

For the convenience of teachers, and in the interest of that definiteness and conciseness which we seek, we have gone thru a number of our textbooks and have indicated page references where material may be found bearing upon the key qualities. We have suggested audio-visual aids and other available materials. At the close of the book is a Teachers' Index which enables any teacher to find quickly the pages dealing with his special grade and subject.<sup>2</sup>

The material was developed to answer three questions:

1. How can the school as a whole emphasize qualities of the spirit?
2. How can the school and community working together emphasize spiritual values?
3. What contribution can be made thru the classroom?

By far the greater part of the report dealt with the contribution made thru the classroom. Sources and activities were suggested for each age level thru Grades I to XII, in literature, social studies, art, and music.

\* *Op. cit.*, p. 6-7.

These are the "Key Qualities of the Spirit" used as the basis for organization of the material:

Appreciation	Faith	Honesty	Respect for law
Cooperation	Generosity	Kindness	Responsibility
Courage	Goodwill	Loyalty	Reverence

This list of key qualities could be expanded indefinitely but the twelve chosen for emphasis formed a satisfactory basis for organizing the report in usable form.

Special effort has been made in presenting this entire program to make it clear that the suggestions are illustrative, not limiting, and that endless diversity is to be expected. It has been emphasized that it is often possible and desirable to let music, art, and literature speak for themselves with no interpretation beyond that of the regular classroom activity.

### *Relationship to Religious Instruction*

*Moral and Spiritual Values in Education* was not designed as a guide to instruction in religion. However, religion is not excluded. In developing this topic, religion was thought of not in terms of specific creeds but as an important factor in the life of mankind thru the ages.

Our young people need to know that religion is one of the great humanities. They should study it as such. What can our students think if we talk of the government, the history, the literature, the music, the art of a country, but remain silent about its religion? Shall they assume that religion is not important enough to mention, or that it is something separate and apart from the life of the people? They must understand, of course, that it is not with any particular religious creed or sect that we are concerned in our work. We are concerned rather with those general moral and spiritual truths underlying man's search for God thru the ages.<sup>3</sup>

No attempt was made to define God, beyond the point that He is a power greater than ourselves and that He represents the greatest good in the universe. It is that good which all are seeking. There is danger in being moralistic, didactic, or fanatical. The narrow bigoted approach has no part in this work.

<sup>3</sup> *Op. cit.*, p. 9.

All thru the program there runs the thread of the esthetic and ethical approach: high ideals, the beauty of literature, stirring music, inspired art. No greater contribution could be made to education in America than a renewed emphasis and a new dedication to those values which have to do with the spirit of man.

### *Presenting the Program*

The teaching guide was presented first to the council of directors and supervisors by a group of people closely associated with the project. Area meetings were held for the elementary principals at which the program was presented.

The next step was for the principals to bring it to the teachers in the two hundred fifty schools of Los Angeles. Many different approaches were made. Faculty meetings were held, sometimes of two or three schools together. Reports by committees of classroom teachers, by the principal, or by a member of the central curriculum staff were received and discussed. Successive faculty meetings re-



*Public schools, Madison, Wisconsin*

*Children begin to understand that there is order in the natural world that the mind of man can regard with reverence.*

ceived reports from teachers on experimental work, or discussed specific phases of the program. Individual conferences of the principal with each teacher were undertaken in a number of schools. In some faculties, committees were set up to stimulate a continuing interest in the program.

Principals who reported on methods of developing the program in their schools emphasized such ideas as these:

This is not something extra; spiritual values must function in everyday living.

The purpose is to raise standards and to enrich living.

Teachers must be alert to all situations that afford opportunity to teach spiritual values.

Much material is available in textbooks now in use in the classrooms.

Democratic living in the classroom provides the best opportunity for teaching spiritual values.

Thought and effort were also given to interpreting the new plan to parents. This was done in demonstrations of classroom situations, by reports and discussions in parent-teacher meetings, and by open-house programs.

### *Taking the Program to the Pupils*

Reports from principals and teachers at the close of the first year and a half covered a wide range of activities in promoting spiritual values. The following quotations are representative of the statements received from elementary schools.

The usual school program with work periods and discussion periods, under the guidance of a good teacher who sees every situation permeated with moral and spiritual growth possibilities, contributes most.

Setting up classroom standards of quiet, courtesy, and obedience; letting the rules of moral and spiritual life come from the class; and then evaluating the ways in which they were carried out—this seems to be the best plan.

Every effort is made to interpret and give richness of meaning to the flag salute and American national hymns, thereby causing the children to honor our country and feel proud that they are citizens.

National holidays and birthdays of celebrated leaders of American history are used to teach courage, faith, generosity, and goodwill.

Thru the weekly poetry class, by listening to poetry, and writing original poems or descriptions, progress is made in building appreciation of beauty and reverence for God's expression in nature. Bible selections are used during verse choir.

Showing the beautiful world and its wonders offers basic opportunities for this work.

Weekly art displays in halls are used by children. Filed collections of pictures of foreign and American artists are also available for use in classrooms.

Songs of plants, birds, animals, and human life help with this program. Songs of the wind, sea, sun, and rain are discussed and dramatized. Music is used in a variety of ways to foster reverence, enjoyment, relaxation, and appreciation of music itself.

Faith is stressed in the Thanksgiving program. Selections are read and memorized. Reverence is a large part of the Christmas program built on the story of Christ. Chorus singing of old familiar carols adds to the feeling of reverence. At Easter we stress growth of new life, marvelous exhibitions of nature, the mysterious force of nature, and man's dependence on these forces.

We recognized the Jewish New Year with a short program of Hebrew songs and verses from the Old Testament. Also, we had a Christmas program in which the Jewish, as well as other children, desired and had important parts. Our instructional program encourages a recognition and appreciation of worldwide customs of different kinds.

The children in kindergarten repeat an appropriate blessing at the table when they gather for the nutrition period.

One teacher has tried the experiment of taking one key quality each week. She writes it on the board and lists under it ways of expressing this quality, taking the suggestion from page 29 of Publication 402. During the week the children look for actual examples of this quality. This teacher feels that the children have gained much.

Specific events started with our Thanksgiving program. All the children were given an opportunity to express gratitude for the many and different things they have

On Arbor Day, love of beauty in the trees and flowers was stressed. Lessons from the life of Luther Burbank were discussed. We planted two camellias and a flowering plum to beautify our court.

At our memorial service for former Superintendent of Schools Susan M. Dorsey, the children told in their own way how Mrs. Dorsey lived up to all the key qualities. There seemed to be a great sense of reverence.

We have worked to make the school a beautiful school thru good

housekeeping, fresh paint, attractive draperies, new pictures, and new books. We have noticed a sense of pride; one child remarked, "School is as pretty as a movie star's home." We feel we have developed a degree of loyalty and respect of property, and an attitude of head up, instead of head down.

Our pupil committees and a council composed of committee chairmen contribute to emphasis of key qualities. They hold regular meetings with their sponsor and committee chairmen rotate in taking charge of assemblies. Children grow in responsibility thru service. The fields of service include: athletics, auditorium, cafeteria, flower arrangement, flag raising, garden, Junior Red Cross, kindergarten, library, lost and found, and nurse's aid.

Many spiritual values were developed in a study of the United Nations organization in our fifth grade. It began when one child brought a doll and native costume of Norway and told how the way of living there was influenced by the country's geography. Other pupils reported on other countries; we shared books, dolls, pictures, clippings, and other information. We made a world map and kept up a bulletin board.

The children initiated this study, and they accepted their responsibilities individually and collectively for making it of value. They brought materials of great value to the classroom, shared them, and yet cared for them adequately. They showed great initiative and accepted their responsibilities in their activities. Interest in world affairs was aroused.

The spirit of cooperation was in evidence thruout this work. The children worked alone, in groups, and as one group as the occasion required.

This unit was rich in spiritual values of appreciation. The children learned of the many fine contributions made to the United States from some of the countries we studied. This helped them to understand the real meaning of democracy in our country. It is to be hoped that this understanding will be lasting and beneficial in our own community.

### *Evaluation of the Program*

Evaluation has been informal but continuous. Various groups of teachers and principals have been asked to submit "Progress Reports" on topics studied and methods used that have been helpful in developing moral and spiritual values. Teachers were asked, for example, to give anecdotal records of individuals or groups whose attitudes had appeared to change as a result of the classroom recognition of moral and spiritual values.

The form of the "Progress Report" blank was such as to help the individual teachers and principals in evaluating their own efforts.

In addition to the hundreds of reports on helpful activities and methods, many examples were given of the effects on attitudes and conduct of pupils. Such concrete results were mentioned as less frequent fighting on the playground, promptness in turning in articles and money found in the school, better attitudes toward minority groups, and less cheating. Improvement in unfavorable conditions received more notice than good conditions that were made better, but there was mention of the latter type of results also.

### *Conclusion*

The response of parents, pupils, and school faculties to this effort has demonstrated the fact that a need existed for a new emphasis on spiritual values in education. Not only the curriculum division, but the assistant superintendent of schools in charge of elementary education and his staff, did much to encourage the program. The suggestions to teachers from the central school office have dealt with spirit and approach rather than with time allotments and specific content. As a natural consequence the effect of the suggestions on the various classroom programs has varied from no apparent change to the adoption of many class procedures reflecting a deepened awareness of spiritual values.

The emphasis upon moral and spiritual values cannot be a thing apart, but should be an integral part of school and classroom activities. However, a certain amount of direct teaching can be valuable if it is concrete and timely, concerned with a specific issue or incident, and not merely moralistic and didactic. Democratic procedures in the classroom and in the school as a whole are basic to such a program. The interest, enthusiasm, and understanding of the teacher are the primary elements in the emphasis upon spiritual values in education.



# Chapter IV

## THE INDIVIDUAL CHILD AND THE INDIVIDUAL TEACHER FIND SPIRITUAL GROWTH

EVEN in unfavorable conditions, some teachers succeed in keeping spiritual values pre-eminent in living with a group of learners. Some teachers, even in a school where the general atmosphere is wholesome and constructive, are out of tune because of their own attitudes. The teacher can develop spiritual values in children only as those values are a part of the teacher's own character. The teaching cannot rise above its source.

The nine articles that make up this chapter deal with the opportunities of the individual teacher and the problems and response of the individual learner. Teachers of different grades report their agreements as to ways in which spiritual values are developed and give examples from their own classrooms. A principal describes the work of two teachers who used different approaches to build cooperation and goodwill. A teacher in a great city tells of a fourth-grade class that lives cooperatively. One article describes a plan by which pupils analyze ethical problem situations as a basis for better individual decisions. A teacher of second grade tells of simple things that make a day of happiness and growth for her pupils. Several articles give brief vignettes, based on observation or personal experience, in which an individual has found a new insight, or a new lift of the spirit, or has opened the way for spiritual growth in others.



*Public schools, Rochester, Minnesota*

*Children experience for themselves the lift of the spirit that comes in responding to beauty and in creating the beautiful.*

# *Teachers Think Together about Spiritual Values*

## BUCKS COUNTY TEACHERS' FORUM<sup>1</sup>

*Bucks County, Pennsylvania*

THE Bucks County Teachers' Forum, a group of about thirty teachers chosen from the three hundred sixty elementary teachers of the county, devoted one of its meetings to the discussion of the outline for the 1947 yearbook. As part of the evening's activities a list of the values toward which the school should direct its effort was evolved. These were grouped under the following heads: personal, social, intellectual, emotional-esthetic, religious, recreational, and physical. The rest of the meeting was spent in discussing the ways in which these values could be developed in the schoolroom. The consensus of the discussion is given in the two paragraphs that follow. Individual reports make up the remainder of the article.

The building of values, of a personal, social, intellectual, emotional-esthetic, recreational, and-physical nature, is a part of the school's responsibility as definitely as the building of scholastic skills and information. In order to build such values the teacher must be convinced of their worth and aware of their relationship to the accepted activities of the school. But most of all, he himself must exemplify the integration of these values into the personality pattern and social relationships of an adult individual. Only as they are truly a part of his own character can he develop them in the children with whom he works.

The greatest agency for the building of these values in the schoolroom is the contagious dissemination which takes place when the mature leader of the group—the teacher—is himself guided by them in his relationships with the immature and imitative members of the group—the children. Articulating them and purposefully inculcating them can proceed successfully only when they are first deeply

<sup>1</sup> Contributions included from Marion Appar, Genevieve Bowen, Esther R. Burd, Nellie Main, Laura Riddle, Ethel B. Shick, and Eleonore Wittig.

interwoven into the fabric of the relationships and activities that make up the group's living together.

The following examples reflect the observations of individual teachers of the emergence of spiritual values in the reactions of children to their school experiences.

### *Kindergarten Children Learn To Be Grateful*

Each day when our lunch is ready we all bow our heads and sing a prayer before we begin to eat. Many parents have told me that the children ask to do this at home also. I have been pleased to find this carry-over from our school habit.

In our story hour Bible stories are read, as well as other literature. Children often request these. Many of them bring their own Bible story books for me to read to the group.

In our discussion periods, when we talk about nature, the seasons, and weather, the children speak naturally of God's sending the sunshine and rain to make the plants grow and the flowers bloom. Often poems or songs, too, stress thankfulness for God's many blessings. Thus children learn to recognize the Source of the beauty and well-being which they enjoy. . . .

In kindergarten *talking about* adult values is not sensible. Instead, we try to live and experience an atmosphere of "Fair Play" among the children, and between teacher and pupils. This can do much to lay a foundation upon which we may build all the other spiritual values that the school hopes to develop.

### *The First Grade Responds to Beauty*

To strengthen and deepen the spiritual side of our children, we aim to have them feel the presence of God in His handiwork—the dogwood and blooming flowers of spring, the songs of birds, the hills and river, the sunshine and rain, the beauty of an artist's picture, the melody sung or played by artist or artists, the love of parents, joy in work well done, appreciation of outstanding personalities of those about us, the loving care of One who watches over and cares for us thru all time.

### *Third-Graders Learn Kindness and Responsibility*

Once, when a child was having a birthday and we wondered what we could do to make him happy, someone said "Let's tell him all the things we like about him!" Since then this has become a custom in our

room. Anyone who wishes may tell the "birthday child" some agreeable trait which has been noticed or enjoyed, improvement in work or behavior which has been noted, or any other personal comment which will give him pleasure.

It has been a source of amazement to me to see how accurately the children evaluate each other. Only rarely does a child offer an unduly flattering comment. Also, the custom has developed a sense of appreciation of the best in their associates and a positive attitude toward those with whom they work and play.

At first, it was amusing to see them searching for positive comments regarding some children who were not too well liked, and a few times I had to supply a few to save the day. But, significantly enough, this problem has decreased! Even tho he himself is "praised" only once in a year, each child tries, consciously or unconsciously, to develop those qualities which are accepted and appreciated in his classmates. . . .

I have observed, in the making of gifts at Christmas or Mother's Day, or in a project for a sick classmate, that the joy and satisfaction of work well done is most easily stimulated. Many times the result obtained is the measure of the degree to which we have been able to express love, sympathy, and thoughtfulness for others. It has given me a great deal of joy to watch a simple project of painting a cheese box and going on a trip to a local florist to purchase flowers to fill it. The door opens here for discussion of ways to express that love in everyday living, thru kind deeds, thoughtfulness, and obedience. . . .

Since the home coming of many veterans with articles from foreign lands, we have added opportunity to stimulate appreciation for abilities even of our so-called "enemy countries." There have been many expressions of admiration of the workmanship and beauty of the articles, and the thought that people who love beauty and fine workmanship have much to offer to the world.

This is one place where the school may grasp an opportunity to develop the spirit of brotherhood and interdependence which we all need. Thru world friendship boxes we can also stimulate the urge to share, to sympathize with, and to understand others. . . .

Thru experiencing the joys and problems of leadership in a school-room committee a child may realize the value of practicing the principle of the Golden Rule. Our third grade has a miniature organization patterned after the organization of our community: *Mayor*—who tries

to keep things going smoothly if the teacher is called out of the room, takes care of papers and of corrected work until closing time; *Street Inspector*—keeps floors clean, passes wastebasket; *Board Inspector*—cleans boards, chalk and eraser care; and *Florist*—cares for flowers and plants. This practice has afforded a splendid opportunity for the teacher to observe traits of leadership and to watch the development of a sense of responsibility and cooperation.

### *Success Helps a Fourth-Grader*

Vinny is a little fellow whose chief trouble has been his lack of confidence in himself. He is of low IQ and altho he works hard he doesn't quite measure up to grade standard. At the beginning of the year, when he attempted anything, he would get a worried, hurt look, and just be sure he couldn't do it. I had encouraged him on several occasions, saying that if he tried he would find he could do far more than he thought.



*Day camp, public schools, Vallejo, California*

*Appreciation of natural surroundings leads to better living.*

When we started to work on Indian dioramas, Vinny was working on the Seminole group. The chairman of the group was ill a great part of the time. The morning she was first absent Vinny had brought in a very nicely carved dugout canoe. The children had examined it and pointed out several good features about it before school. I could see that his success was giving him something of what he lacked. When it came time to work on the dioramas in class, I asked Vinny if he would take the place of the chairman. He responded at once and carried on during her absence, showing fine qualities of leadership. The children, too, commended him several times. Only once since then have I seen him fall back into the habit of worrying because he couldn't do a thing.

### *Introspection in the Sixth Grade*

For two periods these last several days my sixth-grade pupils and I have talked about our inner feelings. It is a bit difficult for children of this age to think, or put into words or writing something so abstract as a feeling, other than physical. We talked about fine feelings—feelings that made us want to do better and finer things for both ourselves and others. If we have such good feelings, what inspired them—how were they created? Was it anything we did in school—was it when we were alone and quiet, or when we were out-of-doors? Did music, or our art lesson, stimulate them? They wrote their thoughts or messages to me in short statements or letters.

Thru these papers I found that Nature in one way or another was responsible for the majority of the group thinking on a higher level. One said when he was alone under a tree he felt that he wanted to be a part of something as beautiful as what he saw around him. A girl said the sun and clear blue sky made her feel as if she must help other people in some way, or make them understand the things she understands. Two factors which are perhaps responsible for these out-of-door inspirations are:

1. Our thinking is influenced by our environment—these are rural children and therefore closer to nature.
2. Bird Club work for two years may have influenced love of birds, trees, and surroundings. Activities of the club included the following:
  - a. Carrying on a club meeting
  - b. Carrying on a club program
  - c. Carrying on a bird-house building project
  - d. Carrying on a scrap-book contest
  - e. Hikes in the open

- f. Trips to parents' homes to observe wild flowers, reforestation projects, and picnics.

I feel certain that the following are values gained thru this club work, which has given these children an appreciation of their natural surroundings to the extent that proximity to them is somehow giving them a sense of better living:

- a. A sense of personal responsibility
- b. Practice in group planning
- c. Increased skill in accepting responsibility
- d. Respect for personal property
- e. Joy in the out-of-doors
- f. Responsibility in the care and beauty of school grounds
- g. Preservation of wild life
- h. A challenge to thinking.

### *Self-Rating Helps a Seventh-Grader*

One of my girls was very outspoken and often rude. She would not hesitate to say she didn't like someone, within his hearing. She took a dislike to a new classmate and let her know it at every opportunity.

I felt that talking to her would not be helpful, so I decided to try self-evaluation. I had a copy of a report card which listed behavior traits. I made copies for all the children and asked them if they would like to check themselves—as they thought they would be rated by their classmates or friends. We discussed the items carefully before the checking began.

After each child had checked himself we discussed things in which we all needed to improve and decided to work on these, rechecking ourselves in a month. Little was said about the individual checks, but several children volunteered that they "were going to get rid of their minuses." Some even suggested that these cards should be sent home if the minuses persisted.

No cards have been sent home, and I have heard more exclamations of "I'm sorry!" or "Please excuse me!" on the playground since then than in all my years of teaching. Best of all, the first offender is now the best of friends with the new girl she once "disliked."



# *Some Ways of Creating Mutual Respect in the Classroom*

By C. H. ELLIOTT

*Principal, Burnside School  
East Hartford, Connecticut*

MANY teachers in their daily work build morale and good feeling among their pupils as a by-product of an enthusiastic and energetic approach to the problems being faced by the pupils in their studies and group relationships. Sometimes an activity developed with one particular group is found to be interesting to successive groups of children and is carried forward from year to year. Two examples of sustained activities that have contributed to the spiritual growth of pupils are reported briefly in this article; other examples could have been used as most teachers develop their own individual differences in ways of dealing creatively with children.

## *Folk Dancing for Fun*

One teacher used folk dancing as a medium for building group understanding and class spirit in her seventh-grade classroom. She dances well herself, plays the accordion, and is enthusiastic about folk dancing. As a college student she was one of a group selected to demonstrate the various folk dances.

Folk dancing is an important part of the culture of any people, be they American, French, Russian, or German. Many of the dances reflect the spirit and character as well as the thinking and attitudes of the people. Peoples from practically every section of the world have contributed to the American culture. Folk dancing and folk music are gifts of the immigrant peoples to the making of the United States.

In school, folk dancing is readily tied in with work in the social studies. We have no gymnasium and use a grim, basement room with concrete floor and walls for physical-education work when the weather is too severe to go outdoors. The dreary old basement be-

came quite cheerful and lively when this teacher's seventh-grade boys and girls of several backgrounds learned the dances of different countries. To see them it was obvious they were having fun. Some would think this was a waste of taxpayers' money, and a waste of time. But the experience with folk dances helped to develop a better feeling among the children and a greater respect for peoples of every group. In class they studied the history, geography, arts, and customs of the peoples whose folk dances they learned.

### *Individual Good Citizenship—the Concern of All*

One teacher of the eighth grade achieves success thru creating the feeling that her thirty-five pupils are one large class family, each interested in what every other pupil is doing and all interested in the welfare of the class as a group.

Early in one year, the class constitution was drawn up by the children and written on the board where it was in plain sight at all times. The eight rather simple rules were really quite comprehensive, and still they did not set a goal impossible to reach.

#### OUR CONSTITUTION

1. I shall keep myself healthy, clean, and neat.
2. I shall conduct myself in a considerate, orderly manner at all times.
3. I shall cultivate friendliness and generosity of spirit in my relations with others.
4. I shall try to make other people happy
5. I shall work to the best of my ability.
6. I shall strive to be kind, helpful, and polite to others.
7. I shall be honest with myself and my work.
8. I shall strive to be quiet and gentle in my actions.

The teacher loved children and loved teaching. On the basis of a rich background of experience she understood how to provide activities to stimulate an atmosphere of happy, purposeful industry in the classroom. Each child was helped to use all of his endowments and to work up to capacity.

There was a feeling of "togetherness" in this class family. The teacher tried to give each child a sense of emotional security, a feeling of being loved and wanted. She tried to help each individual achieve self-balance and social balance.

The children were allowed freedom and were taught how to use it. Each month the class elected officers—a president and a secretary. Pupils were always led to consider the effect of their conduct on other people. Much effort was put into impressing the pupils with the importance of regard for the welfare and comfort of others.

Several large projects were undertaken that allowed opportunity for correlation of work in social studies, art, language, spelling, and various forms of self-expression, which at the same time provided opportunities for cooperation, courtesy, and mutual respect. For example, the class constructed a Columbus play, sentence by sentence, from the contributions of each child. The production called for unified effort toward a common goal; pride in each other's achievements; mutual help; mutual criticism in a friendly, constructive spirit; no egotism; and no jealousy.

The classroom emphasis was on cooperation rather than competition. The children were eager to help each other. Every good piece of work was praised and all progress was appreciated. Quarrels in the classroom or playground seldom occurred. While the children's behavior was not perfect the noticeable thing about the group was the feeling of good fellowship within the class. They took pride in the achievement of any large sustained piece of group work.

As a culmination of the year's efforts the children wrote a book which they called *Builders of Democracy*. The emphasis was on the ethics of human relations in a democracy. Service to humanity was recognized as one of the attributes of human greatness.

### *Enthusiasm Is Contagious*

In both of these classrooms, an enthusiastic focus on one type of activity carried over into ideals and relationships that to a certain extent permeated the life of the classroom. The atmosphere is one of happiness and mutual sharing in projects that give the pupils a sense of achievement and growth.

# *Living at High Levels in a Large City System*

By MABEL KENNEDY

*Teacher of English, Andrew S. Draper  
Junior High School, New York, New York*

WITHIN recent years a new curriculum for the elementary schools of New York City has been in the process of continuous development. It emphasizes child growth and development, and stresses the continuity and the interrelationships of learning.

The new program gives the teacher many opportunities for the guidance of children toward the attainment of such spiritual values as kindness, generosity, integrity of thought and action, respect for others, respect for self, appreciation of beauty, self-direction, effective cooperation, sense of duty, and loyalty. Success of the program rests with the teacher. Organization, curriculum, equipment, important as they are, count for little except as they are vitalized by the living personality of the teacher. To promote spiritual growth in the children, the teacher must be aware of spiritual values himself. Children are not born with appreciation of spiritual values; this insight must be acquired.

## *Guiding Principles*

The basic principles laid down in the bulletin *Curriculum Development in the Elementary Schools* form the nucleus of the official program of elementary education for the city of New York.<sup>1</sup> These fundamental guides to procedure and philosophy may be summarized as follows:

1. A flexible and adaptable daily program
2. Cooperative teacher-pupil planning, teacher as a guide
3. Sharing of experiences
4. Sharing of responsibilities and practicing self-discipline

<sup>1</sup> New York City Board of Education *Curriculum Development in the Elementary Schools*, Curriculum Bulletin, 1945-46 Series, No. 1 New York the Board, 1945. p. 219

5. Purposeful learnings. There must be a desire for whatever work is undertaken and the real purpose must be apparent to the child
6. Vitalized learnings based on actual classroom experiences
7. Adaptation of learnings to the slow learner and enrichment for the gifted child
8. Gradual rather than forced or hurried learning
9. Significant and effective drill, adjusted to individual needs
10. Provision for individual progress in planning activities so that every child has a measure of success and gratification in his accomplishment.

The teacher must have a complete understanding of these basic principles before he can proceed to plan and organize his work. The children learn from the teacher to value certain things and to reject or disregard others. The teacher influences their outlook on life, and their attitudes toward themselves and toward others.

This article outlines the activities in one class of fourth-grade pupils, aged nine to ten years. It reveals various ways in which the program utilizes ethical, esthetic, and emotional experiences that help to elevate and free the human spirit.

### *Planning Together for Cheerful Surroundings*

As soon as the teacher received the class he made a thoro study of the pupils' records, in order to get a picture of their abilities, achievements, and personality traits. Under his guidance the children proceeded to discuss ways of arranging their classroom so that it would be bright, cheerful, and orderly. This gave the pupils an opportunity to develop values thru practice in making choices. One group decided to construct a class museum. Several wooden orange boxes were brought in, placed one upon the other, and painted. Contributions from members of the class were labeled and arranged upon its shelves. These consisted of shells, moneys from foreign lands, rock specimens, cotton bolls, various kinds of grains such as rye, wheat, rice, and barley. Another group undertook to prepare a permanent bulletin board for the display of weekly news items. Still another group assisted the teacher in the arrangement of an attractive library corner where books for varying reading abilities

and interests were displayed. The children also helped the teacher in transplanting and arranging plants for the window sills. The pupils voted for their various class officers. These included a president, vicepresident, secretary, librarian, assistant librarians, class museum curator, gardener, assistant gardeners, housekeepers, and reporter to care for bulletin board. The roster of officers was posted in a conspicuous place for reference. All of these duties may be regarded as potential learning opportunities. Thru them the children could gradually learn to assume responsibility to the class.

### *Broadening Interests*

The children responded wholeheartedly to a clothing campaign that was in progress early in the term. As the children discussed the various reasons for the campaign they became aware of the needs of little boys and girls just like themselves in other parts of the world. The teacher displayed pictures and provided stories from the *Junior Red Cross News* that made the needs very real. These suggestions led the class to decide to have a term unit called "Children Around the World." The teacher posted beautifully colored pictures from the *National Geographic Magazine*, showing scenes of Switzerland, the Netherlands, China, Alaska, and Canada.

The teacher and her children proceeded together to block out the work for the term. Acting as guide, the teacher provided opportunities for the children to make decisions and to assume responsibilities suited to their maturity and capacity. The teacher sought to promote growth in self-reliance, self-direction, self-discipline, and the understanding of democratic relationships.

Four groups of people were chosen for study: Eskimos, Swiss, Dutch, and Chinese. Since the children later said that they enjoyed the study of the Netherlands best, a brief description is given of the procedures followed.

Thru thought-provoking questions the teacher elicited from the class topics that they wished to study about the Netherlands. Then, the class divided itself into committees to do research on such topics as climate, food, dress, market places, animals, birds, farms, homes, music, sports, customs, and dances. Each committee chose a leader

whose duties were to post the names of those serving, to report to the class on progress made, and to assume responsibility for sharing materials and supplies.

The first function of each committee was to compile a bibliography. The teacher placed a great number of attractive books about the Dutch in the library. The books were adapted to the various comprehension levels of the pupils. While the children were using the classroom books there was a fine spirit of good fellowship, fair play, and thoughtfulness for others. If one child found a story or article on another child's topic the book was passed to that person, and if two or three people needed the same book it was willingly and freely shared. Pupils need many such opportunities for free and informal associations. Participation in satisfactory social experiences reinforces the learning associated with these experiences. Many Dutch stories were read. Some original stories and poems were written using the Netherlands as a background. Each child had the opportunity to express himself freely and in a creative way. Great emphasis was placed on the process of self-expression, which flowered in the presentation of a play that was written, costumed, and acted by the class.

### *Growing in Judgment and Self-Control*

Pupils seemed to experience growth and satisfaction in planning with the teacher for each day's activities. They placed the program on the board so that it could be referred to during the day. The schedule was flexible and adapted to the current interests and needs. Time for individual or group instruction was prolonged or interchanged when necessary. It is only thru daily experiences that the children grow in ability to budget their time; to anticipate problems, difficulties, and opportunities; and to deal completely with them.

In seeking the attainment of spiritual values, the teacher must guide the experiences of the children so that there is continuous growth. He must be ever ready to adjust plans to group or individual needs. He must provide many opportunities for practice in making value judgments. Insistence upon courtesy should be the starting

point and no breach in good manners should be overlooked. The teacher must set the example by being completely courteous to the children. Each child should be made aware of the teacher's special consideration for him. Children love attention and they are great imitators. To treat a child with firmness, but in a kind and courteous manner, contributes to the child's progress in self-discipline and to wholesome personal growth.

### *Art and Music as Gateways to Understanding*

In order to broaden the experiences of the children and to encourage creativeness, the teacher arranged for the showing of slides, filmstrips, and movies. A trip to the Museum of the City of New York proved most profitable. The exhibits were stimulating and helped to intensify the mental pictures acquired from reading. Art activities planned by the children included a sandtable project and a blackboard frieze. These projects gave opportunity for the teacher to guide the children in appreciation of color, form, and harmony, and in skill in producing them. In carrying on these activities, the children showed great appreciation, happiness, and satisfaction in work well done. The spiritual values attained from this feeling of self-fulfilment were truly great.

The children received many opportunities to see and discuss good pictures. Thru contacts with fine examples of art they were led to a deeper appreciation and love of beauty. This was manifested by the large picture collection which the children contributed to the "Class Art Book." Knowing that the classroom itself would have a great influence on the mental and emotional attitudes of the children, the teacher displayed a few inspirational pictures which were changed frequently. Care was taken in the arrangement of items on the bulletin boards, the mounting of pictures, and the changing of exhibits. Soon the children assumed these responsibilities. Artistic arrangements made by the teacher had a marked influence on the children's behavior and creative responses.

One day Fred brought a package of Dutch pictures from the public library. When his group leader called upon him for his contribution,



he said, "I can't read like you, so I can't tell you anything about what I read. But I have brought some beautiful pictures which I'll talk about." He gave such an interesting talk that it was followed by spontaneous applause. Moreover, the class president offered to help him with his reading, whereupon several others offered to do the same. Fred was overjoyed at the extra attention from the group. The teacher noted that during the remedial-reading periods Fred worked assiduously for the first time. After this he showed constant improvement. This cooperative participation exemplified the true meaning of spiritual values. It gave the boy faith in himself and in the knowledge that untiring effort will bring success.

The new program recognizes the fact that the acquisition of values thru group experiences takes place not only by being in a group but also by self-expression in the group, and by being a member of a group as it expresses itself. Therefore, great stress is put on music for it allows the child to express his emotions thru individual and group activities. These activities might be rhythmic, vocal, and instrumental. In addition to other musical experiences, such as listening to records and interpreting Dutch songs and dances with imagination, they organized a class band. The music period was always one of keen enjoyment.

### *Constant Awareness Required*

The teacher must seize every moment of the day to guide experiences so that minds and hearts will respond to happiness, goodness, and beauty. His efforts may not be seen immediately but with constant striving, impressions will be made and expressions will be sure to follow. Take for instance the exclamation of the boy who suddenly stood still to gaze out of a window. "Look," he said, "the river looks like a sheet of liquid gold." Not only did this boy feel a deep appreciation for the beauty of the water shimmering in the afternoon sun but he wanted to share it with others.

# *Case Studies in Ethical Values*

By THOMAS E. ROBINSON

*Superintendent of Schools, Mercer  
County, Trenton, New Jersey*

THE teaching of high ethical values and acceptable patterns of behavior is a major task of the school for learners of all ages. Yet the emphasis in the elementary school on ethical development of its learners can be more easily justified in point of returns than can a similar emphasis placed in any other area of the school organization.

There is reason to believe that from birth onward the child progressively becomes more difficult to train in character, moral conduct, and ethical values. The home, which has the first opportunity to mold the child spiritually, thus is the most important societal agency. The nursery school, in the few school districts in which it exists, occupies a strategic position in the field of ethical development, since it receives the child at a very malleable age.

But the first educational agency that enrolls practically all of the children of all the people is the elementary school, in which pupils live and learn with other children from the age of five thru early adolescence. By the time the children reach secondary school their ethical patterns have become fairly well outlined.

Much of the elementary school's work in the field of ethical values must of necessity be directed at individuals, and must of necessity depend upon the character of the teacher for its success. Yet there is a type of group experience, designed to build understanding and clear thinking, that is beneficial to all children. It can form the bedrock upon which individual guidance can be firmly built.

Several schools with which the writer has been associated have attempted to provide group experiences in understanding and practicing ethical values thru the study of problems. They have felt that the best way to make pupils think of the principles that govern social conduct is to face them with a real problem to think thru. Most pupils like the concreteness of a problem (as do most adults);

it brings principles of conduct out of the abstract and into the clear light of experience.

These schools built a series of problems, approximately forty in all, dealing with situations that might occur in schools. Typical of the problems constructed was the following:

### *The Case of the Misspelled Word*

Two boys are in a spelling contest conducted over a radio station just before Christmas. A prize of \$5 will go to the winner. The parents of Christopher are quite wealthy. The other boy, Peter, is very poor and in need of the prize money. Finally the two boys alone remain in the contest. The judge asks Christopher to spell *sarsaparilla*. Christopher can spell the word, but he feels that Peter needs the prize money more than he does. Christopher purposely misspells the word, and Peter wins the contest.

### *Discussion Guides*

1. What was the purpose of the contest?
2. Was Christopher dishonest when he purposely misspelled the word?
3. Did Christopher have any duty to himself? to Peter? to radio station?

### *Do You Believe*

1. That Christopher did the right thing? Yes — No —
2. That everyone should do his best at all times, regardless of the circumstances? Yes — No —<sup>1</sup>

### *Definite Procedures Help Crystallize Views*

In studying problems, a definite procedure is usually advisable. The following plan was used successfully in several schools:

1. Select a pupil to read the problem orally, as the others follow the problem on the blackboard. All the conditions of the problem should be clearly understood before the discussion begins.
2. Appoint a student discussion leader who has previously been given sufficient time to study the problem thoroly.
3. Let the pupils discuss the problem, using when necessary the discussion questions to keep their arguments focused on the solution.

<sup>1</sup> Adapted from Robinson, Thomas E., and Robinson, Richard R. *Growing through Problems*. Boston Ginn and Co., 1940. p. 17.

4. Ask the teacher not to insert her own opinions, altho she may formulate questions calculated to guide irrelevant reasoning back to the problem.

5. Make no attempt to limit the discussion of a problem to one day. Some problems can profitably be utilized for several periods of discussion before the pupils are ready to render their decisions on the answer.

6. At the end of the discussion, have the discussion leader ask pupils with opposing views to summarize, in brief form, the positions they are defending, with the arguments they are using to support their positions.

7. After the problem has been completely discussed, permit each pupil to vote his opinion on paper.

8. After the results are tabulated, have the teacher explain the reasons that probably underlie the voting trends. The opportunity is present,



*Public schools, Des Moines, Iowa*

***Learning can be fun. Intellectual insight and creative thinking bring a thrill to the thinker, whatever his level of accomplishment.***

however, for the teacher to bring to the attention of the students certain arguments that she feels they may have disregarded or underemphasized.<sup>2</sup>

The problems used for discussion must be real problems. They must contain in themselves a sufficient number of elements to permit an honest difference of opinion. If there is unanimity of opinion regarding the correct solution, it is probable that the problem is a poor one.

### *The Use of Problems Encourages Thinking*

Students, by the problems they meet and think their way thru, build their own lives. Nothing is more important in education today than (a) helping pupils build their lives on a strong foundation of thoughtfully acquired habits of attitude and conduct, and (b) developing in them the habit of thinking thru a problem.

Pupils develop attitudes, ideals, standards, and behavior patterns best when teacher guidance is indirect. The desire of pupils to meet the standards set by pupil companions is more important than the teacher's enunciation of correct principles of behavior, and any sermonizing about them. Experience has shown that the majority of pupils in almost any group either have ingrained in them correct attitudes or have the ability to reach sound conclusions when opportunities to solve problems are placed before them. There is a decided inclination for pupils who possess unethical standards of conduct or who reach unsound conclusions to accept the decisions of the majority in order that they may enjoy the social approval of their group. And history has shown that no standard of behavior or conduct can be observed and enforced unless the huge majority of people accept and approve it.

In general, the problem approach produces outcomes that are four-fold: (a) it brings about the improvement of the ability to take part in discussion groups; (b) it helps to clarify the background of many behavior situations; (c) it aids in the development of guiding principles of conduct; and (d) it strengthens oral language abilities.

After a few of the problems have been studied, pupils become

<sup>2</sup> *Op. cit.*, p. 5-6, adaptation.

alert in uncovering problems peculiar to their own school that lend themselves for discussion. A good practice is to permit pupils to write, in their own words, problems that they encounter and leading questions to guide discussion. In writing the problems, pupils should be asked to remove or disguise all names and identifying details. The original problems, thus secured, provide good materials for a more extended study, or they may be used as fresh material for discussion in the following year. It will be found that:

1. Many pupils do not possess a strong background of knowledge regarding what is right and what is wrong. Teachers who have long been punishing pupils for obvious lapses of conduct have suddenly discovered that there is a job to do in building the foundation of moral principles that we have assumed was already the possession of all pupils.
2. Few problems met by children can be solved by automatic adherence to right principles of ethics. Today's problems are complicated. Often there is no wholly correct answer. Solutions are painted not in blacks and whites, but in grays and shades. Thinking is required to apply ethical standards to complicated problems.
3. Pupils who think thru problems before they actually occur—with the pressure of emotion absent—are more likely to respond correctly in similar situations that arise later, because they apply to the solution the ethical principles that have been developed thru unhampered reasoning.

### *Conclusion*

The chief enemies of correct attitudes, high ethical standards, and fine spiritual conceptions are ignorance, prejudices, and lack of reasoning.

It is the writer's conviction, based on his experience, that great progress can be made in developing and elevating group ethical standards thru the use of well-constructed problems, discussed democratically, and solved cooperatively on the basis of reasoning.

For in the solution of problems, discussed dispassionately, unhandicapped by the emotions that permeate every actual situation after it has arisen, ignorance is dispelled, prejudices are revealed in their true colors, and the essential habit of critical, constructive thinking is strengthened.

# *A Child's Trouble, the Teacher's Opportunity*

By HERMAN SCHREIBER

*Principal, Public School 26, Brooklyn, New York*

HE was a bad boy by the usual standards. He had failed to make those adjustments to his classmates and to his teacher that usually mean peaceful, cooperative living with those about him. Matters had been made worse by the sudden departure of his teacher for enlistment in one of the auxiliary branches of the armed forces. For a number of weeks, he and his classmates had been broken up into groups and deposited with different teachers in the school.

Finally a new teacher was added to the staff and the class was reconstituted. A new teacher, capable, fresh, resourceful, faced this new group with fears that she could not define. At the end of the first day she was a very discouraged person. The close of the second day still found her somewhat depressed at her failure to win over the group. On the third morning, a situation and an inspiration combined to clear the clouded skies. On this morning the "bad boy" came to school alone and late as usual.

As he walked to the rear of the room, the teacher caught sight of his shirt thru the open seam of his jacket. Instead of scolding him for his lateness she asked instead whether he knew that his coat seam was completely open. The boy bitterly replied that he did and almost in tears explained that his mother had refused to sew it for him. The teacher said, "Let's do it right now! Can you sew a little?" An affirmative answer was enough. The teacher suggested that they both sew it together, she starting at one end of the seam and he at the other. They met in the middle good friends, and with a repair job finished that was admired by the other pupils.

There was a touch here of home—a home the boy did not know. For the first time he had the feeling of belonging—a knowledge of acceptance by his group. The element of security which is every child's

birthright in the home and one of his "inalienable" rights in the school, denied him up to now, was now to be his, at least in school. He was beginning to know the success that matters most to the human being as a social animal—winning the recognition and affirmation of the group. This is the meaning of the phrase, "the mental hygiene approach in education"—the warm understanding that gives a sense of security, that brings psychic comfort to the troubled, that applies "success psychology" to the social situation.

The schools need a better distribution of simple human kindness of and by teachers, principals, and supervisors for the children. A monopoly of kindness, in which all the kindly wisdom and gentle understanding is in the hands of principal or supervisor, will not do. Rather, what is needed is something like the practical idealism and philosophy of the consumer cooperative where everybody works together and shares together for the common good. Under such conditions only can an adequate supply of genuine kindness reach our ultimate consumer, who in the school situation is the child.

*Courage is a form of self-reliance. Let us definitely teach each boy and girl that in the final analysis it is the quality of his own soul that determines his destiny. If he can face the future with faith in himself and in the contribution he has to make to the world—if he can accept his fellowmen with appreciation and good will—he will have the courage it takes to live the good life.*

—PUBLIC SCHOOLS, LOS ANGELES, CALIFORNIA,  
*Moral and Spiritual Values in Education*



# *He Who Conquers Himself*

By F. B. SMITH

*Principal, Newton Booth School, Sacramento, California*

THE new principal was a trifle skeptical of the judgment of the apparently stable and capable teachers who accepted the leadership of Bobby M., a fifth-grade student, without question. Altho the only fifth-grader on the traffic patrol, he was the assistant captain. He proved to be a good student, cooperative, and extremely popular with both boys and girls, but the principal wondered if the high esteem of the teachers accounted for his leadership.

One day in a baseball game Bobby was captain of the losing side, playing his heart out and receiving no support, for all the best players were on the opposite side. He was pitching his best tho tears of anger ran down his cheek. The physical-education teacher stopped the game and talked quite sensibly to the boys on both sides. To the winners she expressed disapproval of those who won by taking all the best players. The losers she chided for poor sportsmanship for not playing their best even tho the odds were against them. She singled Bobby out and said, "Bobby, a fellow must learn self-control before he is fit for important leadership."

Not long afterward, Bobby and another member of the junior traffic patrol brought two boys into the principal's office for fighting. The story was as usual on such occasions—neither one was to blame according to his version. Then Bobby asked permission to say something. Quietly he said "You know, the other day when I was so mad I was crying? Well, Mrs. Young told me I had to conquer myself if I ever wanted to amount to anything." There was a stunned silence. Then the boys who had been fighting suddenly seemed to understand that the trouble was in themselves. The interview was over, so far as the principal was concerned, for the boys had reached a vital decision. Thereafter the principal joined the chorus of "Let Bobby M. do it," because he had learned the secret of Bobby's leadership, which was ability plus humility.

# *Light on Today's Children*

By PETER H. SNYDER

*Principal, John Adams School, San Diego, California*

THE seven little stories that follow are all true. They remind us that spiritual values are missing from some children's environments; the school must receive these children where they are and lead them as far as possible toward the good life. Whatever the handicaps, some children rise above them toward honesty and brotherhood.

## *Values in Reverse*

Most parents are glad to support the efforts of the school to build spiritual values. But not always. Here is an example that may help to explain the difficulty some children have in learning to be co-operative and responsible citizens.

The Doanes had visitors, including a little boy about five years old. Next door neighbor, Mrs. Baker, found him in her garden pulling up her onions. Approximately the following conversation took place:

"Oh, here! You mustn't do that. Look! These are mine because they are this side of that cement. I want them to grow big. You mustn't pull them out. That isn't right. I'll get a pail of water now, and we'll see if we can put them back so they'll grow."

The little fellow took it all right. Then there was an interruption from the Doanes yard.

"What you bawlin' that kid out for, lady? Huh?"

"I'm not bawling him out. I'm explaining to him that I don't want him pulling up my onions."

"I'll go down and buy ya some onions if ya want onions. Just leave the kid alone, that's all."

"I don't want you to buy me any onions. I simply want to show the boy not to pull up people's things that they have growing. Now he's interested to help. . . ."

"Come-mere Joe! Get out-a there. I'll go buy ya some onions if ya need 'em that bad. Let the kid alone."

*What Parents Teach*

Dan is a little thief. We've all been victims, nearly. Books, crayons, toys, lunches, bicycles, lunch money, candy, teacher's money, mother's rent money, and countless other items passed thru his hands. Those were what we found out about; an appalling list for a first-grader.

The last three bicycle thefts brought juvenile court action, but he is still with us—a ward of the court in his parents' custody. His father is a naval officer.

The teachers and I, the nurse, the visiting teacher, and the probation office worker have been trying to determine why Danny steals.

An older brother's teacher, in discussing boats, asked if any of the class had been on a battleship. Danny's older brother said he had. He went on to say:

"My father took us on the boat during Christmas vacation for dinner. When we got to the table, I said: 'Look. That's the same kind of silver we have at home'."

*Entangling Alliances*

The kindergarten teacher asked June to take a note home to her mother. June asked, "Which mother?"

It developed there was a divorce. Both her parents had married again, and she lived sometimes with one and then the other. The teacher asked which she was living with now. "I'm living with my grandma now."

"All right. Will you take a note to grandma?"

"Which grandma?"

It developed that mother's mother and father's mother were both living. Also, father's new wife's mother was a nice grandma, but mother's new husband's mother was the grandma June was with now.

The note said something or other about cooperation.

The principal said, "Skip it!"

*Demonstration Lesson*

The camp nature counselor, Ryan, was an animal trainer as well as a fine teacher. He was also a practical psychologist. One of his

principles of education or training was: "If you can't think, you'll have to feel."

The camp director had a standard rule that there should be no corporal punishment. This didn't bother Ryan.

With a few minutes to kill one day, Ryan introduced the game of "Swat Tag." You know the game—a circle; a paddle; take the fellow on your right around the ring when you get the paddle, paddling him lightly all the way.

The game went well until Joe got the paddle. Joe was a bully. The boy on his right was a trusting little mouse, and Joe fairly blistered him at every step around the ring.

Ryan asked for the paddle to show Joe something. "Look, Joe." (WHACK!) "Now that hurt, didn't it?" Joe bounced from the lift he had received. "Ye-e-es sir."

"And that didn't hurt, did it?"—swatting lightly.

"No sir. That didn't hurt."

"Well then, don't hit like THIS!"

Sequel: Joe learned quickly.

### *For a Better World*

San Diego city schools this year offered the sixth-graders an opportunity for a week's camping experience with their teachers, the trips to be scheduled at the city-county camp.

As the John Adams group reached the outskirts of San Diego on the way home, one girl remarked: "Well, we're back to civilization again." There was a noticeable silence. Another girl spoke up "I don't call this so civilized. People do lots more for each other at camp."

### *Born Color-Blind*

One day a Negro woman asked the principal if there were any Negro boys in a certain Cub Scout Pack. She wanted her boy in that pack but didn't want him to be the only colored boy. The principal said he would find out.

A few days later he met one of the Cubs in uniform. He asked him, "Arthur, are there any colored boys in your Cub Pack?" Arthur

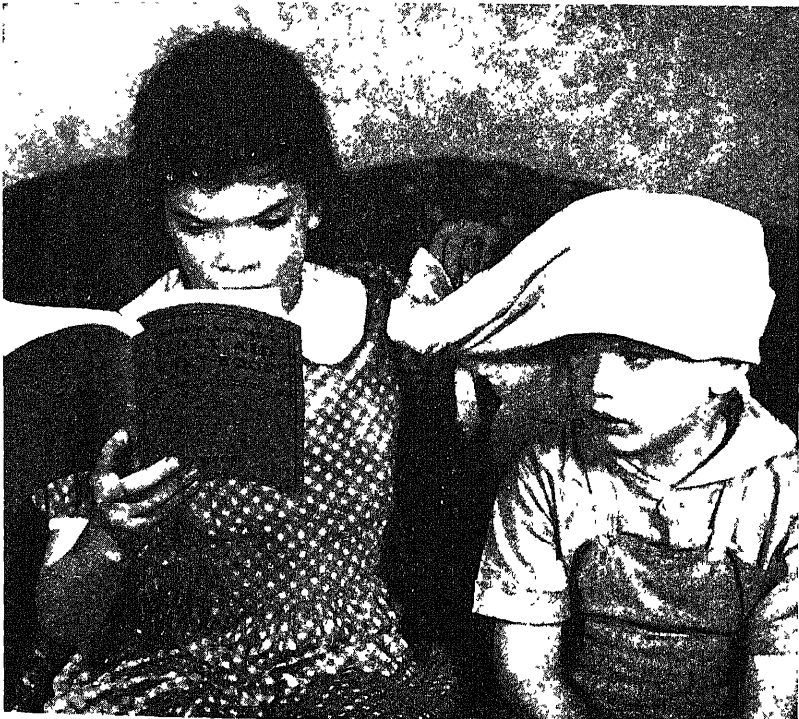
thought a bit, looked up seriously, and replied: "I don't know. I never looked."

### *Character Stuff*

Honest Abe Lincoln, the store clerk, walked three miles to give a customer a few cents change that had been overlooked when she made her purchases. That anecdote has its counterpart in our affairs practically every day, but we are apt to overlook it in our concern over juvenile delinquency.

Jerry came into my office about quarter past one, wanting to talk with me. He had just come from Junior Traffic Patrol. I asked what was on his mind.

"I was horsing around out on duty and Chapman . . ." I interrupted him. We have a strict rule that the police officers shall be called



*Henry Gichner, Washington, D C.*

*Kindness provides the friendly warmth so necessary for growing  
things*

"Officer" rather than merely by the surname. I asked Jerry if he knew how to speak of the officer. He said he did, so I had him wait a while and then start over. When he started, he took a new approach. "When Officer Chapman took over our patrol, Officer Hanson bet him five dollars he wouldn't find any horsing around at John Adams School."

"All right, Jerry, Officer Chapman caught you horsing around and sent you in to me. Is that it?"

"No, sir. He didn't send me in. I came in."

"Well, that's in your favor, Jerry. But you know, that will have to come up in sergeant's meeting. You may go to your room now."

I turned to the inner office. Jerry caught my hand and asked me to wait a minute. I felt something in my hand. It was a five dollar bill. I looked at Jerry. There were tears in his eyes, but he met my look.

"Where did you get this?"

"At home."

"Have you been clear home and back?"

He nodded.

"And you asked your mother for this?"

"No."

"You took it out of her purse without asking?"

"No, sir. It's my money."

"You mean what you were saving?"

Jerry's lip quivered, and the tears were spilling over. "I was saving for a catcher's mitt, but I don't want Hanson to lose on John Adams School for what I did."

I handed back the money. "Here, Jerry, let me see first if I can't find a way to fix it up on the bet. We'll talk the offense over at sergeants' meeting."

He took the money.

"I meant *Officer* Hanson."

# Whatever the Weather

By JUANITA STEELE

*Teacher of Second Grade,  
Beardshear School, Ames, Iowa*

IN MANY primary schoolrooms, when the children have assembled, they join in singing:

Good morning to you!  
Good morning to you!  
Whatever the weather  
We'll make it together,  
In work or in play,  
A beautiful day!<sup>1</sup>

What makes a day beautiful regardless of the weather? What puts sunshine into the room, tho blizzards may rage outside? Happiness, a feeling of proper self-esteem and respect for fellow citizens, appreciation of beauty in things both tangible and intangible—these and other spiritual qualities build into that “beautiful day.”

## *Wonders of the Universe*

A child's innate interest in the wonders of natural science often reveals itself in a glow of marveling esteem. The pollen pockets on a bee's legs, the airy and minute seeds of the huge cottonwood tree, the strata in a stone found in one's own back yard, the delicate pattern of a butterfly's wing, the emergence of a *Cecropia* moth from its homely cocoon—can anyone see or know of these and countless other specimens of natural phenomena without a consciousness of pattern—and a marveling?

In orally sharing personal experiences, children relate such events and activities as the birth of kittens, the death and burial of a pet dog, feeding elephants at a circus, currying a much loved and generously shared pony. The observer sees on the faces of fellow classmates a responsive joy, sympathy, or appreciative recognition.

<sup>1</sup> Parker, Horatio, and others. *Progressive Music Series, Book One*. Boston Silver Burdette Co., 1915. “Good Morning,” p. 5

*Art Brings Release*

Art materials, particularly modeling clay, are mediums of expression which contribute much toward the all-round development of a child. One little fellow, dominated at home, sometimes treated unkindly by his playmates, often handled his clay with a seeming vengeance, and as often, finished with beautiful clay figures. One day he came to the teacher with a three-inch lion's head on the forefinger of one hand, in the manner of a finger puppet, and a little mouse of clay saucily perched in the other hand. He told her that the little mouse wasn't one bit afraid of the snarling big beast, and then he demonstrated with a growling and squeaking dialog between the two. Was this an expression of that boy's idea of justice?

Dramatic play contributes much toward helping a child find himself. Often a timid child, particularly in puppetry, loses himself in playing a character part, and in so doing wins the praise of his classmates—praise which gives him a needed boost to his self-confidence. Likewise, the child who wants to be the whole show may be "put



*Public schools, Washington County, Maryland*

*The school sets the stage for experiences in successful achievement  
and helps the child to make the most of them.*



in his place" by a cast or audience of classmates who disapprove of his ruining their play by "showing off."

Dancing and creative music are other potential mediums for the development of spiritual values in the schoolroom.

### *Fair Play Brings Sunshine*

Let us go out of the classroom into the hall and onto the playground. There, also, we shall find happiness and friendly rapport among children, teachers, and principal if democratic living is practiced. In such a school system, success is enjoyed and shared by all. The child who has erred is sure of justice and a new chance after he has done his best to right the wrong. Each teacher, too, knows that his mistakes will be regarded understandingly, because he has earnestly tried to do, and be his best.

The principal has to be fair and sympathetic in all his dealings if growth in spiritual values in any given school is to be real. Any school administered in a dictatorial manner will in consequence usually have unhappy, wrangling teachers. In the happy school the principal may be assured that the teachers and the children of his school admire and respect him for his fairness, efficiency, democratic principles, and friendly sympathy. His mistakes, too, are viewed with understanding. Only in an environment of mutual respect and confidence can the child develop appreciations and acquire ideals that lead him to a higher level—and will make for him each day a beautiful day, "whatever the weather."

*If we work upon marble, it will perish. . . . But if we work upon men's immortal minds, if we imbue them with high principles, with the just fear of God and the love of their fellow men, we engrave on those tablets something which no time can efface.*

—DANIEL WEBSTER, 1852

# *Spiritual Values That Haunt the Memory*

By UNIVERSITY OF COLORADO  
SUMMER-SCHOOL STUDENTS

*University of Colorado, Boulder, Colorado*

IN the summer of 1946, the chairman of the Editorial Committee was on the faculty of the University of Colorado, Boulder, Colorado. He explained to his classes the plan and purpose of the yearbook on spiritual values in the elementary schools and asked the students who would do so to give him brief statements from their own experience which demonstrated the meaning or growth of spiritual values.

Fifty-two students<sup>1</sup> complied with this request. Some of their statements dealt with their own childhood experiences, some with the reactions of their pupils, and some with observations of other teachers. A selection from these sketches is presented in this chapter. Many of these incidents deal with commonplace, everyday happenings—incidents so trivial that they might have passed without notice. And yet they have been remembered. These simple happenings may be representative of the opportunities that are open to adults to make the difference between success and failure for many children.

The impression gained from these vignettes is first, sadness at the weight of loneliness, fear, and defeat that so many children carry; second, perplexity that so many teachers fail to respond to these

<sup>1</sup> Statements were submitted by the following:

Geneva Anderson	Felva D. Farnsworth	Agnita Johnson	Sibyl Mosby
Thelma Anderson	Ruth Faulk	Helen L. Johnson	M. Regnier
Hannah C. Andrews	Ardith Friedaw	Wilma E. Johnson	Kathryn Riordan
Phyllis Barratt	Ruth Yvonne Fullin	Mildred Johnson	Edna Routson
O. L. Bolden	gum	G. A. Jones	Hester Scott
Margaret Cardy	Voncle Gallemore	H. L. King	Donna Shreve
Winnie K. Carnahan	Florence Myrtle Goetz	Eunice Kishman	Lena Lee Smith
Louise F. Casparis	Inez V. Gustafson	Doris Kringlee	Pearl Spaugb
Dalziel Cobb	Ruth Hall	Maggie Ruth McCaleb	Helen Stevens
Lois Irene Coffman	Henry W. Harlan	F. D. McFallis	Mae Sullivan
Anita Cowan	Frances Hawkins	Kay W. McMillan	Roberta Tipps
Gladys M. Davies	J. Martin Jacquet	Ann Matthews	Ethel Walker
William S. Eader	Mina Jerde	Nellie I. Minnis	Irene Wilson
Ima Faber			

urgent human needs; and third, a pride in the teaching profession for those who do give the helping hand or open the door of understanding so that lives are given new hope and new levels of insight.

### *Teachers with the Magic Touch*

*Teaching by living*—It seems odd to try to put down in words all the things my father did for me. Until now, I'd never thought of them as spiritual experiences, but as cherished bits that sometimes flash upon the inward eye.

When I was little, he gave me security. Just to sit on his lap was to feel safe; and to feel the strength of his hand on mine was to drift to sleep in confidence.

When I was a bit older, he taught me justice. I had become quite cocksure of having him always on my side. One day he sided with my brother! I can recall yet my shock, followed by a queer feeling of fitness—I knew I was wrong.

Still later he taught me to do the hard thing—to face what I fear. The new puppy wasn't the stay-put, picture-book dog I'd expected him to be. I was quite afraid. My father made me get over it. I don't remember how—except once. I felt very uncomfortable because he knew I wasn't really so interested in the Sears Roebuck Catalog that I couldn't go out and get acquainted with the puppy. But the dog and I became companions, and I love dogs now, so evidently whatever he did was sound. Occasionally I get that "Sears" feeling, when I dawdle before something, or make excuses for putting things off.

The sharpest memory concerns the time I discovered that he understood why I was moved to tears by lovely music, or stories, or praise. Everyone else was irritated when the music teacher thought I'd probably be fairly good at piano, and I cried! His confidence, honest interest, and pride did a large part in teaching me to play.

He taught me to worship—singing together in church; watching moon shadows on the walk; standing knee-deep in the fragrance of purple alfalfa; delighting in the odor of fresh-turned earth; tipping up a two-day planted seed to see if it was sprouting; listening breathlessly to mockingbirds in late moonlight.

He taught me to think of others. The Mexican children on the farm always were remembered at Christmas. He tried to raise their standard of living.

He taught me stubborn courage in living in pain. I cannot remember him as other than sick. Yet he kept a farmer's hours and supervised

every step of the many activities of the farm, tho unable to do much of the actual labor himself.

He taught me integrity. When I copied my spelling lessons so as to make a hundred to please him, he didn't say a word. But I've never copied since!

He showed me one need not be afraid to die.

I have just realized that in only two instances can I remember anything he said. He simply was, and expected me to be.

*The second mile*—This upper-grade teacher came into a room that had students who had never liked school or anything about it. His approach in his teaching reversed the attitudes of the students.

He began by being concerned with the students' problems, their personalities, and their appearances. He discussed becoming hairdo's with the girls and instilled pride in the appearance of the boys. The students became interested in the care of their classroom. The boys and girls designed and made curtains for it.

Altho he was not the music teacher, he brought about the appreciation of the beauty found in classical music. In the evenings the boys who formerly had spent hours loafing downtown would buy milk and cookies and go to his rooming house and listen to his record player.

Library reading increased greatly because he taught that using leisure time wisely was a part of daily living.

Sports found a place in the program. This great variety of activities helped to develop and round out the many personalities in the group.

The students were so engrossed in their work and activities that all discipline problems disappeared. One boy in the eighth grade admitted it was the first time in his life he had enjoyed school.

This teacher seemed to find time for the regular course of study plus the little things that help to develop pleasing personalities and give life a fuller meaning.

*The artist*—It was my privilege to work for thirteen years in the same building with a third-grade teacher who was "born" to teach. She was fifty-four years old when we first met, but of all the teachers I have ever known, she was the most youthful, inspired, enthusiastic, progressive, and lovable leader of children.

She built up in her classroom attitudes toward people, learning, and work that were amazing, and she really led her children to think and act for themselves. Her classroom was always a wonder world of activity, intellectual and manual. The attitudes and behavior patterns were such

that she could leave her children alone for half a day when she had to attend meetings.

The enthusiasms initiated in her schoolroom carried over into the homes of the children so that there was a close relationship between the two. Parents brought their problems to her, together they worked them out, and living in many a home was happier.

She had a special way with difficult boys—and she was at her best when she could help a boy overcome his problems of temperament, personality, and attitude and help him become a respected and self-respecting member of the class and of the school. There is a long line of boys and girls, young men and women, who know themselves to be better human beings for having known her.

It was my extraordinary good fortune, as the fourth-grade teacher, to receive her children at the beginning of each new year. Our happy times together were the result of the spiritual inspiration we all drew from her.

*An understanding principal*—Countless times I have heard this remark, "If we had more principals like Mrs. Moore, many of our school problems today would be solved." After analyzing many of the things I have heard about this principal whom I knew only thru the memory of her pupils and fellow workers, I have concluded that she truly must have been an understanding person.

When a teacher at her wits' end with some troublesome child, and ready to give him up as hopeless, would go to this principal she would say, "Now Miss Hanson, remember you'll get the same Johnnie next year in another suit of clothes, so let's find out the difficulty before making any decisions." She would then encourage the teacher to accompany her to the child's home and each time the teacher would return more sympathetic and with this question in her mind: "I wonder that the child is as good as he is under the circumstances."

There was little Jim, whose life was being made miserable by his playmates who had been calling him a girl. His hair was long and he was poorly dressed. He lived below the tracks and came from a very poor home. Mrs. Moore saw the need, quietly sent the child to the barber shop for a haircut, and among her friends secured clothing for him. Did it help? It was only a little thing but it changed Jim's life because now he was accepted, his playmates ceased their teasing, and even forgot why they had. Those little acts may have saved Jim from a deep-seated inferiority complex.

There are many more stories, and no doubt many Mrs. Moores in

our school systems today if we but keep our eyes open and look around us. What is more precious, especially to a little child, than someone with an understanding heart?

### *Building Teacher Morale*

*Building morale in a teacher*—What proved to be a genuine lift came to me after having worked in a new system approximately six months. The position I had was not one of my choice. It was understood that when a certain vacancy occurred in the departmental penmanship staff, I was to be given preference.

The time had come; the administrator offered me the position. He did not stop there, however. He went on to say, "What challenge is there in that field? Do you think you really will be happy doing that type of work day in and day out?"

He went on to express his confidence in me, altho I had felt that he hardly knew me. That led up to a position he did have in mind for me, one I had not heard of to date. He assured me that I could do it, wanted me to consider it.

Decision was delayed for a few days. Should I accept this challenge to enter a new field, use what initiative I had, roll up my sleeves, and dig in, determined to prove that I was worthy of this confidence placed in me? I took the offer.

The position in that drill subject has long since been relegated to the past. But thanks to that kindly, farsighted administrator, I am still enjoying my work after many years. Striving to be worthy of his confidence enabled me to build up a little more confidence in myself.

### *Helping Lame Ones Over Stiles*

*Conquering fear*—Roberta was a very nervous, timid, shrinking-away child. She was called on continually to pass books, scissors, workbooks, and go to principal's office. All of us in the room helped to make Roberta feel she was one of the group. For Mother's Day each pupil made up his own booklet putting in his innermost thoughts and feelings for mother. Roberta had not finished hers at the end of the day but wouldn't leave until it was completed. She came out of her shell and her complexes so much by the end of the term that she was doing splendid work in everything she attempted.

*The ugly duckling*—There was a child in my room last year who had a homely face. None of the children in the room wanted to play with her, altho she was kind and polite to all of the children in the room.

She bought food at the cafeteria for the hungry dogs that came on the campus.

One day she came to my desk with tears in her eyes, and asked me if I would let her be the "Queen" on our next assembly program. She said she had wanted to be on the stage since she was in the first grade, but her teachers had never let her.

I let her be the main character in our next program. She had talent, poise, and ability to do much more than anyone had realized. She responded so well to this confidence placed in her that by the end of the year she was one of the best-liked girls in the room.

*Rescued*—Regina was the last of a long line of notoriously slow children in one family. Her years in the first three grades had accomplished nothing along the academic line of school work.

When she came to me in the fourth grade, she had the reputation of being a sullen misfit and a nonlearner. I observed her when she made a pretense of studying and began to wonder if the child was seeing everything there was to see. The county welfare worker's help was enlisted, and she made the necessary arrangements to have Regina examined by an eye specialist.

It was a proud little girl who walked up to my desk one morning to display her new glasses. Tears came to my eyes when, a few days later, Regina said, "I'm seeing lots of things I never saw before."

A short time after that she approached me after school and begged me to teach her to read. My plan had been to try this very thing, so I was pleased to have the suggestion come from the child. We started reading in primers. By the end of the school year, Regina was reading advanced second-grade material. At her own suggestion she asked if she could read to the class. Not a child ridiculed the simple material being read, but all joined with Regina in being proud of her accomplishment.

Regina has taken her place in the group, not as a leader but as an active participant. Whenever I go back to visit this school, Regina proudly reminds me that I was the one who discovered she wasn't a "dumbbell." I don't deserve much credit, but I do know I'm happy to have been one factor in rescuing a child from the misfit group of society.

*Widening the circle*—Jean, seven and one-half years old, entered third grade a total stranger to her classmates and teacher. She had been stricken with infantile paralysis and had a slight limp. She was a very timid and retiring child who wouldn't enter into play activities. The

other children naturally, but thoughtlessly, held to their own cliques. Knowing this, Miss Moore encouraged the girls in the third grade to play ball together. They were very kind to Jean who was unfamiliar with the game. Soon with the careful guidance of the teacher the cliques were forgot. Instead of hurting Jean with careless remarks the girls were very patient in letting her take her turn. The process was slow, but before the year was over they all enjoyed playing ball and other games together. Jean had been helped in finding her place in the group.

She was very happy. Her scholastic improvement paralleled her social adjustment. She entered into all of the school activities with enthusiasm. Thru this experience in organized and supervised play, both Jean and her classmates found joy.

*Toward manhood*—When five-year-old Teddy had a very bad case of infantile paralysis, which left his body almost useless from his waist down, fond parents and relatives gave him every care, including treatment at different periods of several months at a time in crippled children's hospitals and warm-spring clinics.

When seven years old, with the aid of two braces from his waist down and two crutches, he could get about very laboriously. Since he had already missed one year of school, his mother was quite anxious for him to start, so she asked me if I thought it would be too much trouble and too time-consuming for him to come. I told her that if the doctors thought it wouldn't be too great a physical strain and wouldn't retard his recovery, to let him come.

I realized the problems I faced with an almost helpless child who had been sick and pampered for two years by a mother and family who catered to his every whim, along with a class of twenty-eight other first-grade children. My first task was to make him feel secure in the group by helping the other children to treat him as an equal but still be considerate and sympathetic and to help him get about.

I tried in every way possible to ignore his handicap and help him overcome self-pity and babyishness and to be independent. The other children soon developed a very fine attitude of helpful sympathy, but not pity toward him. Out of this attitude and understanding of the children and myself, Teddy became a well-adjusted member of our group. From an overpampered, very dependent child he grew into a courteous, appreciative, independent one.

Just an incident to prove this development

Near the end of the term, Teddy had broken one of his crutches. His mother called me that morning saying that the crutch could not be



fixed before evening and that Teddy would not come to school because his father would have to carry him into the building. I suggested that the father bring him to the front door and that I would meet him there and by leading and steadying him, he could walk down the hall and into the room without being carried. This was done as suggested. As he walked down to the room, he looked up at me with a smile of satisfaction and appreciation and said "I am so happy—you have helped me so much, I am not a baby any more."

*Temper tantrums*—Ten-year-old Kerwin, much smaller than anyone in the room, had a terrific temper. We had several conferences after his little spells. We really thought that he was making progress and getting control of himself. But during a softball game one morning, he threw his bat, kicked the pitcher, and immediately left the playground to go home. All the children seemed to understand—even the boy that got kicked. The game went on.

Kerwin was sitting in his desk when we returned to the classroom. No one noticed him (apparently). Just before noon dismissal he stepped before the group and made an apology.

He asked to write an article for the newspaper entitled, "The Little Boy Who Forgot." I can't quote the article word for word, but it read something like this: "Tempers are very dangerous things. Dangerous because they act before you have time to think. This little boy was two blocks from school before he realized what a bad example he had been to other children. He is writing this article to let other boys and girls know that a good citizen will check his temper before it has a chance to get him."

### *Taking Time for Kindness*

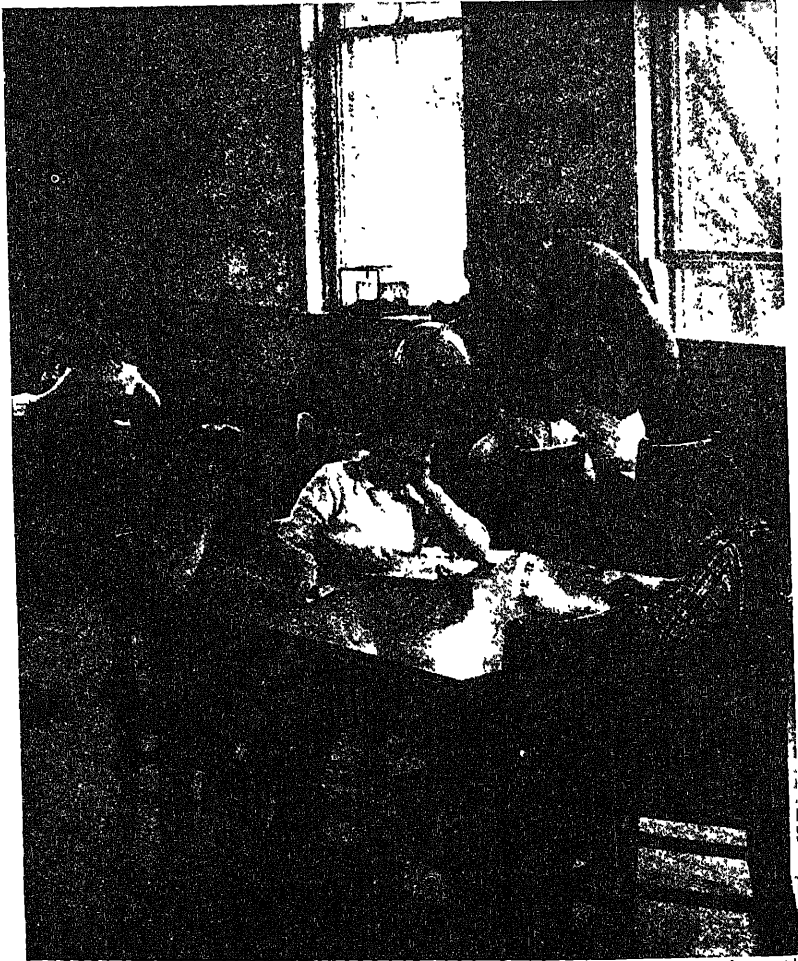
*Lost children*—How often teachers hear remarks like these that have come from my fifth-graders—"I can't have anything for breakfast, except corn flakes and milk. Mother doesn't get up to get my breakfast." Or, "Miss R., what can I get for dinner for our family tonight? Mother ran away yesterday and left us all."

The need for comradeship, tact, guidance, and sympathy is unending.

*The good listener*—One afternoon a teacher of seven-year-olds had an unexpected call from a former first-grade pupil who, at this time, was an eleventh-grader. Tom asked if the teacher could talk a while. A stormy, upset countenance indicated the advisability of privacy so a vacant room was the retreat for the chat.

Tom had had trouble at high school. His girl friend was acting terribly

and to sum it up he didn't care whether he lived or died. His life the morning before had been settled, he knew just what he was going to be, whom he would marry and everything. Everything now had "gone to pot." Velma had decided to spend the week end in her former home town. She was going to a dance with a boy she used to date. Tom was so upset about this that he broke his engagement to Velma. He couldn't write a book report due that afternoon. He was so sick of arguing, being bawled out, and talked at. He wasn't going to let that teacher at the



*Public schools, Wilmette, Illinois, Hedrich-Bissing photograph*

*Every teacher has spiritual effect on his pupils in many ways.*

high school start on him about the book report so he skipped school. He didn't know where to go or what to do.

Then he remembered where the happiest years of his life had been spent so he walked up to our elementary school. He thought just to walk around the building would make him feel better. The teachers were so nice. They understood kids and didn't harp at them all the time. When he got to the building he decided to come in to talk. What did his teacher friend think of a girl who was going steady with a fellow, then stepping out on him?

With great caution and fear the teacher briefly said, "Tom, you've come back here because you like the school. I believe Velma is doing the same. Half of going back is seeing old pals. The dance is where they will all be. She is popular and used to going to dances with an escort. You're a fine boy. You are attractive, have good manners, good character, and you'll stand comparison with any fellow I've ever known."

He said with some interest, "Maybe so."

The teacher continued, "You wouldn't want to marry a girl who didn't feel that you were tops no matter how many men she was out with. Also you wouldn't want to marry a girl unless you could trust her."

Very quickly he said, "Oh you could trust Velma all right."

The teacher said, "Well it seems to me that's your answer. You'd better watch your step or Velma won't want a jealous husband."

Tom laughed, seemed to see a bit of light and to feel better. About a week later the telephone rang. It was Tom. He said, "I thought you'd like to know that everything is swell. Thanks a lot. We're coming around to see you some night."

Lots of listening and the suggestion of a point of view sometimes result in action that brings great satisfaction to a teacher.

### *Helping Children To Find Themselves*

*One person had confidence in him*—One of the finest contributions to young manhood and to society I have ever known was made by a young teacher during her third year of teaching. She taught the fifth grade in a good residential neighborhood. Her children ranged in age from nine to eleven years.

The principal walked into her class one morning followed by a sullen, belligerent looking boy of fifteen and said, "This is Joe, Miss Wright, he is to be in your class from now on." And then under his breath, "He comes to us from the reform school."

The boy stared insolently and the teacher shivered in her shoes. When she had time to think, she decided she must win his confidence or the year would be a nightmare. She had a casual talk with him that day and

while he answered questions briefly, he was obviously wary. She gave him special tasks and responsibilities immediately, trying to build up the feeling that everyone in the room needed him and was counting on him.

The class was studying the farms of the Middlewest and since he had worked on the farm at the reform school, he could give the members firsthand information about machines, tools, methods, and crops. He helped the boys make models of farm tools and since the teacher was city-bred and had had no farm experience, he could teach her a few things, too. The boys and girls in the class promptly made an idol of him and vied with one another in doing him favors.

In a series of private conversations, the teacher gradually drew from him the story of a wretched home life, a terrible feeling of insecurity, an uncertainty as to which way to turn. He smoked, drank, and told of escapades of stealing.

His clothes were shabby and he had long outgrown them. A new suit of clothes was arranged for; there were private talks whenever the storm clouds appeared to be gathering, in his spare time he worked on a special project which was to be a permanent decoration in the classroom; and all went well at school.

He was, however, much too old and too experienced for the school (the oldest other boy in the school was twelve) and an effort was made to have him enrolled in the vocational school. But he had not completed the fifth grade (the family had drifted about) and it was impossible to send him there.

After several months, during which time all went surprisingly smoothly at school, he stole some articles from a neighborhood store and was reassigned to the reform school by the authorities, altho his teacher fought against it.

He wrote to her spasmodically, and so they kept in touch. As soon as he was old enough, he decided to join the Navy and came to her for a recommendation, since she had been the one person in his life who had seemed to have confidence in him.

Apparently her confidence is justified, for he has had a good record and is making his service in the Navy his life work.

*Cleanliness and goodness*—Winston, a boy seven years of age, had been in the first grade the previous year and failed. He entered school the second year with no enthusiasm, lacking interest, looking very untidy, and with a scowl on his face. He put forth no effort and had a don't-care attitude. He came to school with soiled clothing and crusty little hands. He had no mother, but a child of seven is able to do something about cleanliness for himself, if approached in the right way.

I talked to the principal. We decided to use him as a helper in the cafeteria whereby he paid for his lunch. His duty was to place small bottles of milk on tables for the first-grade children. First he met with the other helpers and discussed the importance of cleanliness if they were to handle food.

The next morning he came to school with that wonderful "scrubbed" look, clean clothing, shining hair, clean hands, and nails. I shall never forget the expression on his face—"I have a job to do"—when he said to me, "It is time for me to wash my hands and put the milk on the tables."

From that time on he had a feeling of belonging. He had the respect of his classmates and worked hard to hold that respect. He succeeded in his classwork and enjoyed all the activities.

At the close of the term as I was making his final report I realized even more that it is thru the little things that we reach a child.

*Learning the language of friendship*—Peter entered fourth grade as a "window gazer." Every time he was reminded to do something more constructive, he would undertake his work in a very uninterested attitude. The written material handed in looked like a foreign language. Peter just didn't seem interested in any of the school subjects or activities.

After several conferences with him, I learned that he had started to school with a great handicap; he could speak only the Norwegian language when he entered first grade. This naturally affected his progress from the very beginning. He had such ideas as "When I finish the eighth grade, I'm going to quit school," and "When I get to be thirty-five years old I'm going to Norway to live."

However, it was not long until Peter's attitude toward his school work improved. Once he became confident that it was possible for him to learn to read and write as well as the others, he slighted the windows more and more. His real enthusiasm increased when we visited the "Land of the Midnight Sun" in our geography class. Peter had firsthand information about Norway which he proudly presented to the class. He brought pictures, magazines, and gifts which his Norwegian relatives had sent him. He felt a surge of pride in knowing that he had contributed something worthwhile to our class discussions and his enthusiasm for school work steadily improved thruout the year.

One day near the end of the year Peter came forth with "I've decided to be President when I grow up." This spontaneous outburst both surprised and pleased me greatly for it indicated that Peter was interested in continuing his education. Whether or not he would become the Presi-

dent of the United States was not as important to me as was his realization of the value of education.

*Self-expression*—I shall never forget a little girl in my class during my second year of teaching in a small town in northeastern Arkansas.

Mary lived on a farm with her grandparents. She was, at first, very bashful and shy. She wore old-fashioned long stockings and dark-colored dresses. In spite of this, I thought Mary was pretty and intelligent. She was a good reader, and seemed to have much natural expression when she read.

Her previous teachers had always felt sorry for her, but I decided to see if I could develop her talent for expression. She spent many nights with me, and I would teach her the readings that I had given when I was a child.

She recited for her first time in public at our school assembly. She looked so pretty in her new clothes that her grandmother and I had made for her.

Mary first gave a humorous reading which made everyone in the auditorium laugh. The applause was great and for her encore she gave a reading of just the opposite type. It was remarkable how a little girl could make the students and faculty laugh so much and then make them "choke up" during her second reading. She was asked to give numerous readings that year at school programs, and different church affairs.

This has been several years ago, and I moved West—just wishing I could have taken Mary with me. I hear from her often telling me how she is called upon in her community to be in programs and plays.

She won first place in an oratory contest last year, and I'm sure she will continue to go further in the field of dramatics.

### *The Teacher's Recompense*

*The first victory*—Mary was reserved and unresponsive but the shell was broken one morning after working upon a difficult problem in arithmetic when she jumped up from her seat, clapped her hands, and literally shouted, "I did it!"

To be sure there was laughter and commotion, but what of that? "Pay dirt" had been struck. Why not share it, capitalize on it?

Mary was sent to the board to explain her success which she did rather shyly and with some embarrassment. Yet, down deep in her heart there sprang a fountain of delight. She had conquered.

*Faith*—One day soon after I became principal a pupil said something that gave me real inspiration for trying to see possibilities in every child.

A boy about twelve years old was sent to me by a teacher, stating that he was very argumentative and noncooperative in the room. As I talked with the boy, I found that he had a feeling that all were against him.

His parents always told him that he was the worst child that they had, and that he would never amount to anything. This day the teacher had made the same statement to him. The boy resented this, so the teacher asked him to go to the office. The teacher said that he showed much willingness to go; she could not understand the boy's attitude.

After lengthy questioning, the boy replied to me, "I didn't mind coming to your office. In fact I wanted to come, because you are the only person who ever sees any good in me. I wish you were my teacher."

*Words from the heart*—At the close of school this year when I was wishing my sixth-grade pupils a happy vacation, a handicapped boy expressed his feelings in such a manner that I shall never forget him.

He is sixteen years of age and almost blind and deaf. He had encountered impatience in previous years and had failed several times. On that day he arose from his desk and said, "Miss Lee, there is something I would like to say. I want to thank you for your kindness and patience. I have learned more this year than I have in the past."

To me those were precious words because they came from the heart.

*Marked improvement*—Jack came from an environment of drunkenness and poverty. As he himself said, "I have no one at home to look after me." This quotation best describes his home life.

He was a very shy and retiring boy when he entered school, a little below average in intelligence. The teachers soon found out his home conditions and started taking a great interest in him and what he did. He seemed to resent this interest at first, but soon realized the teachers were his friends and were trying to help him.

Jack was praised by his teachers when he did something worthwhile and was guided into the right associations. He became interested in athletics but was too frail in body to take much active part at first. Being encouraged, however, to keep trying to build up his physique so that some day he would be strong and physically able to take an active part, brought excellent results. He began showing signs of strength in body when in the fifth grade. Last year he was on the basketball team.

I could go on and on about Jack, as he is one of the finest boys I have ever had in school, but what I want to really bring out is the dedication he made to the school and his teachers in a book report last year.

This is what he wrote, "Of all the things I have done, the hardest thing

will be to leave Franklin this year. I want to thank all of my teachers and my principal for the kindness and guidance they have given me."

*A teacher learns from her pupils*—The greatest inspiration I have ever known has come from the children with whom I have worked. I feel very sure that I have learned much more from them than they have ever learned from me. They have taught me the real meaning of beauty, happiness, and above all—courage. How could one ever repay the inspiration that comes from children such as these?—

Betty, an eight-year-old, who is almost blind, whose greatest joy in school is her daily arrangement of flowers for the office.

Carl, a young man who writes from a foxhole in the Pacific—"I never thought I listened to you, but I guess I heard all that you said, and I thank you for it!"

Theresa, a fifteen-year-old girl who left a note on my desk on the last day of school—"Thank you for teaching me so many things that do not come in books."

Becky, who was released from the state home for girls to re-enter the public school, and expressed her appreciation for the only kindness she had ever known by carving a "Scottie" out of soap to ornament the teacher's desk!

John, a shy boy, who interrupted his fun at his first "Prom" to come over to say, "Thank you for teaching me about manners. I'm 'doin' etiquette' tonight." (His beaming face could not be described.)

Sophie, a fourteen-year-old girl, who, on returning to school after the death of her mother said, "I'm getting an after-school job so that I can buy my mother a nice headstone because she never could have anything nice in her life."

Katherine, a fourteen-year-old girl who had been told by an unwise doctor that she had only ten years to live because of a heart condition, went ahead to become a leader of her class and wanted to work to become a doctor!

Such examples are limitless, and it has been a constant source of inspiration to me to feel that a teacher has the greatest of all challenges to become the kind of person herself who can have some small part in sharing the problems and the joys of children.

No one, it seems to me, has expressed the feeling better than the Chinese philosopher who, when asked "What is the greatest joy here below?" replied, "The greatest joy in life is listening to a little girl singing as she goes down the road after having asked me the way!"



# Chapter V

## RELATIONS OF THE ELEMENTARY SCHOOL WITH OTHER INSTITUTIONS IN BUILDING SPIRITUAL VALUES

HOME, church, and school are the institutions that come first to mind as formative influences in fixing the values that children live by and carry into adult living. There are other institutions, some positive in effect and some negative, that each of the first three must be aware of in rendering service to childhood. The ideal situation, seldom realized in full, is one in which all the institutions that influence the lives of children are in basic accord on fundamental principles. Each then has its own unique contribution to make, and makes further contributions that overlap but do not conflict with those of others.

In this chapter all the institutions mentioned are those with positive rather than negative effects. One article tells of school cooperation with local clubs, parent organizations, municipal agencies, and churches. Another tells of a class of fifth-graders whose generous impulse to help children abroad finds an outlet thru the medium of a church-relief agency. For one class a state institution for the blind provides opportunity for organized and continuous service. Camping gives a unique setting for the growth of spiritual values; one article reports experiences gained in school cooperation with a city-county public camp. One article reports home-and-school relationships that typify parent-teacher associations working at a high level.



*Public schools, Freeport, New York, Steffel photograph*

*The school cooperates with other agencies in efforts to elevate the level of children's living.*

# *Working with Community Institutions in Developing Spiritual Values*

By M. E. COLEMAN

*Assistant Superintendent of Elementary Schools, Atlanta, Georgia*

COOPERATION between the public schools and community agencies is subject to two handicaps: (a) the prevailing notion that spiritual values are closely tied up with the church if not exclusively the province of the church, and (b) the zealously guarded principle of separation of church and state based on the constitutional guarantee of freedom of religion. But religion is not centered exclusively in the church, and spiritual values include more than religion in its generally understood definition and usage. Whatever ministers wholesomely to the development of the child's personality is of spiritual value.

Spiritual values are so important, so inextricably a part of the whole life, so continuous in their formation from the cradle to the grave, that their development, enrichment, and expression must be the concern of all those who touch life at every point and at every age. Honesty, purity of mind, altruism, sympathy, respect for the rights of others, desire for the better things of life, willingness to share happiness, courage in the face of temptation to ignoble deeds, ability to discriminate between the good and the bad, and the will to choose the former; an eye for the beautiful, an ear for the harmonious, a soul for the lovely—these all are spiritual values.

In modern society what one agency or institution can claim for itself sole and sufficient power to inculcate "moral insight, integrity of thought and act; equal regard for human personality wherever found; faith in the free play of intelligence both to guide study and to direct action; and . . . those further values of refined thought and feeling requisite to bring life to its finest quality"?<sup>1</sup> The schools and other agencies can work together in developing these values.

<sup>1</sup>Brubacher, John S., editor, *The Public Schools and Spiritual Values*. John Dewey Society, Seventh Yearbook. New York: Harper and Brothers, 1944, p. 2.

*Boys' Chorus*

In the Atlanta elementary schools we are glad to accept, for example, financial sponsorship by a local civic club (The Exchange Club) of a boys' chorus and happy to accept, too, the invitation of local churches for public appearances of this chorus in a distinctly spiritual atmosphere. The musical skill of public-school teachers, the money and moral support of a group of businessmen, and the gracious hospitality of the churches do something that none of the three could do separately. And we must not overlook the fact that spiritual values accrued to these three as well as to the boys themselves.

*Mothers' Study Group*

The parents of one school became interested in the spiritual and emotional development of the young child. The principal secured the services of an expert teacher in this field and for three months some twenty-five mothers engaged in an intensive study of the growth of the little child. It is the judgment of the principal and the mothers that this was one of the most helpful courses they had ever known.

*School Patrol Project*

In cooperation with the city police department, the PTA, and the Atlanta Motor Club, the elementary schools operate a school patrol organization at all buildings. Tho organized primarily for personal safety the school patrol can be an effective device for creating spiritual growth.

In one school a special assembly program near the end of the year consisted of a panel discussion by the patrol boys of their work and what it had meant to them. They spoke of safety; of the prevention of accidents and the fortunate record of the school in that respect; of what the patrol boys had to do and what was expected of them. But the unexpected thing was the extent to which the boys commented on what it had meant to them personally by way of making them better boys, of developing in them a sense of responsibility and an interest in protecting the lives of others, and in looking out

for those things which might injure others. Then, too, there were references to such lessons as willingness to stick to one's post of duty; faithfulness to trust under hard conditions such as rain and cold weather; being dependable and on the job when one was expected there; a sense of honor; and a desire to be exemplary in one's conduct not only while on duty but at all times.

### *Church and School*

Direct cooperation with the churches has taken various forms, mainly adaptations to local conditions and sentiment. The system has cooperated with the Christian Council in the promotion of Easter Sunrise Services; has encouraged church, Bible class, and Sunday school attendance; has excused, on request, students to observe special religious rites such as the Jewish holy days; has made available school buildings for church services and daily vacation Bible schools during vacation periods and has publicized those thru the schools; and has participated in community planning to provide wherever possible continuous religious education and church recreation during the vacation period.

### *Summary*

Conceding that there may be some spiritual values peculiar to the church, some to the school, and some to the other community agencies, it is possible that the more nearly sound approach is not thru a studied division of function among them but such mutual cooperation and correlation as to insure the maximum influence in the life of the child. Accepted knowledge of the nature and nurture of the child obligates the educator to consider not only how to perform that function which may belong more or less specifically to the school, but also to ally the school with other community agencies so as to provide the child continuously with the most favorable activities, influences, and tools essential to his spiritual welfare.

Solution of the problem of diverse agencies in promoting spiritual values is something more than differentiation, compartmentalization, and specialization; it is one of integration, cooperation, and utilization.

# *The Elves and the Shoemaker*

By VESTA HAINES

*Teacher of Fifth Grade, Germantown  
Friends School, Philadelphia, Pennsylvania*

FROM every source came pleas for help for children abroad. The impact of this was especially strong when a speaker from the American Friends Service Committee<sup>1</sup> made an appeal for clothing and shoes. The children returned from assembly buzzing, "Shoes, shoes, shoes. What can we do?" In the discussion which followed, it was decided to collect shoes and send them to the American Friends Service Committee.

Some children were sent to interview the speaker as to ways and means and to ask the principal for information about a shoeshop which another school had conducted. When this information was obtained and the enthusiastic support of the classroom teacher assured, the children were ready for an activity which gave an outlet at their age level for participation in an actual world situation. This provided a natural and honest vent for the stirred-up emotional desires of sharing and helping.

## *Planning for Group Service*

The framework was set up in class meetings led by the class president. Shoes must be secured from other groups, so notices about the shoeshop asking for cooperation were sent to each class in the school. Notices written by the secretary were delivered by the publicity committee and were received everywhere with interest, partly because classroom teachers knew of the plan.

There must be a place for receiving and caring for shoes. This meant a rearrangement of the classroom with the shoeshop at one end, a book to write down names, and persons appointed who would courteously receive the contributions so that each donor would receive a real recognition for his gift. It was decided to clean, polish, and repair all shoes if funds were available.

<sup>1</sup> American Friends Service Committee, 20 South Twelfth Street, Philadelphia 7, Pennsylvania.

Raising money became an important issue. Class dues of 5 cents a person, each week, amounted to about \$2 a month. As some children had given extra amounts, \$6.40 was in the treasury. This, plus a contributed dollar, formed the capital for the project. In the arithmetic class, very simple bookkeeping folders were made, "Received" and "Paid Out." Such accounts were kept thruout the year. Total receipts were \$79.50, part of which was given for parcels for Holland, another interest of the class. Parents became interested as well as teachers and children from other classes who brought money to the class treasurer. A nice point had to be settled as to whether money given to the shoeshop could be used for the Holland boxes. The children faced the fact that they were an agency handling the money of others and must be certain the funds were used for the cause for which they were donated.

An Italian shoemaker was luckily discovered as an ally. He had sent many pairs of shoes abroad himself and gladly entered into the plan. About \$30 was actually spent but over \$60 worth of work was done. Six hundred sixty pairs of shoes were collected. The shop was broken up at spring vacation but shoes continued to come in until the close of school in June. This was an extracurriculum project except for one month when most of the social studies time and some arithmetic time were given to it.

One gratifying event was the visit from a first grade who came to the shop, each bearing a pair of shoes. They deposited shoes on the receiving desk and were warmly greeted by the shoe committee as they filed by one by one with their teacher as part of the group.

A map showing the location of places to which shoes would be sent, as well as a large poster by the pupils, decorated one corner of the room most of the year. Some children accompanied the teacher when shoes were taken to the American Friends Service Committee packing warehouse. The method of preparing the shoes for shipment was reported to the class. At this time a contact was made with the editor of the *Friends Intelligencer*, who asked for an article about the shop for his paper. This was prepared by a special committee, submitted to the class, and accepted after some rewriting.

*Recognition of Efforts*

The president of the class spoke at a meeting of the American Friends Service Committee telling of the work done and thanking them for sending the shoes abroad. Much cooperative work was done for this speech. Each person in the class wrote what he thought the shoeshop had accomplished. These accounts were compiled by the committee into the report finally given. A representative of the class, the teacher, and the principal accompanied the president when she made her five-minute report before approximately five hundred adults.

The school and the American Friends Service Committee took pictures of the shoeshop. A local Germantown paper heard of the project and gave front-page space with a picture of the children working in the shop. The children objected to captions used which called them "cobblers" and implied that they had repaired shoes, but they now understand more about newspaper reporting than they did before.

The activity covered a long period for fifth-graders but it gained so much momentum that it seemed impossible to cut it off. The careful planning and consultation in the group and in the committees created better understanding in the group. There was a growing appreciation of need with an intelligent and practical development of methods to meet it. Contacts with other parts of the school, adults, the shoemaker, and with an organization doing relief work were all rich experiences.

*What you keep is lost—*

*What you give is forever yours.*

—SHOT'HA RUST'HVELI



# To Work for the Blind Is To Think of Others

By VALINE HOBBS

*Teacher of Fifth and Sixth Grades, Demonstration School,  
Stephen F. Austin State Teachers College, Nacogdoches, Texas*

THE fifth-grade first became interested in blind people when they read that they could get brailled valentine greetings for which they were to make covers. A supply was ordered and the class set to work. Interesting results in original designs were developed in flannel, velvet, yarn, raffia, pricked paper, and even sandpaper in color combinations as pleasing as tho the valentines were for people who could see. After displaying the greetings in the school library, they sent them to the students of the Texas State School for the Blind at Austin and received a cordial note of thanks. The teacher felt quite satisfied with what she thought was a culminated activity, but she has since learned that *there is no culmination to properly motivated learning.*

When school opened the following fall, one of the first questions was, "May we make some more valentines for the blind children this year?" There was ready assent, but the children could not wait for valentines, so they ordered brailled story booklets and set to work on covers for them—an enormous undertaking that they never could have done without the help of the art department. A list of titles came with the booklets and furnished the best type of reading motivation, for every child wanted to read in print what the sightless children would read in braille.

Again the teacher was pleased when the books were on their way to the school for the blind, but that was not the end! The class received a thank-you letter written in braille with interlinear script. To say that the children were delighted with this message gives no hint of the intensity and amount of their interest and excitement. They read and reread the letter with their eyes and experimented at feeling out the words with their fingers until it seemed that the dots would be worn from the page, but braille is done on sturdy paper.

The children wanted to know more about this school for people who cannot see and asked many questions: What kind of school is it? Who goes there? Can any blind person go? How much does it cost? What do the children learn? Are all students children? Are the teachers blind? These questions were answered by a set of slides borrowed from the Extension Division of the University of Texas, by careful reading of their Texas history text and the *Texas Almanac*,<sup>1</sup> and by a personal investigation made by one of the girls while visiting in Austin. After collecting their information, they used a summary of it with the slides for a school assembly which the audience enjoyed as much as the children had enjoyed preparing it.

Another year's project was the making of red heart-shaped bean bags with tiny sleighbells at their tips, for which they again received a brailled letter of thanks.

During the progress of this activity each year the class did extensive reading to learn more about famous blind people. They had access to the college library and the help of student teachers in finding references and in getting some of the material into easier and more readable form or they could not have done so much along this line. Their list grew until it contained Louis Braille, Laura Bridgman, Fanny Crosby, Johann Sebastian Bach, Homer, John Milton, John Metcalf, John Fielding, Thomas Blacklock, Francois Huber, Edward Rushton, George Matheson, Marie Therese von Pardis, Henry Fawcett, James Holman, William H. Prescott, William H. Milburn, William Moon, T. R. Armitage, Elizabeth Gilbert, and our own beloved Helen Keller. As it happened, Helen Keller came for a visit in Dallas during the time that they were making this study one year and the children read much about her in the newspapers.

Aside from vivid lessons of perseverance, courage, and industry derived from the stories of how these remarkable people overcame their difficulties, one of the most valuable outcomes of this reading was a revival of interest in blind Homer's hero tales. These Greek myths have been sadly overlooked since elementary education has been so intent upon the realistic side of learning.

<sup>1</sup> *Texas Almanac and State Industrial Guide*. A. H. Belo Corp., Dallas, Texas.

Each time that they carried out the "blind project," as it came to be known in the school, time was spent in considering the proper care of the eyes with special emphasis on their duty as good citizens to protect their health. The school nurse and the physical-education teacher always cooperated to make this part very effective.

In addition to seeing brailled books, they also learned of the "talking books" now available. Then they went back and reviewed what they had learned about Edison and the phonograph, the beginning of this newest aid for the blind. They also learned that reading matter for the blind may be sent postage free, but they had a hard time convincing the post-office clerks of such a ruling.

No one could be deeply concerned in the welfare of the blind without becoming interested in Seeing Eye dogs. Seeing Eye, Inc., upon request, kindly sent them material and put the teacher on their mailing list for subsequent bulletins.<sup>2</sup> A child who had seen one of these famous dogs in action gave an excellent report on Queenie's intelligence and her devoted care of her master. This led to further research and discussions of other ways in which dogs help man—watchdogs, shepherd dogs, dog teams, St. Bernard dogs, Red Cross dogs of World I, and Dogs for Defense in World War II.

During these years the successive classes gradually collected many clippings, pictures, notes, poems, and stories concerning sightless people. In addition, the American Foundation for the Blind<sup>3</sup> and the American Printing House for the Blind<sup>4</sup> sent pictures and samples of materials—an alphabet card for each child, pages of current magazines done in braille, and even maps and music for the blind. They put all of this material into a scrapbook that is still growing and is one of the cherished documents of our school.

Among the clippings were some pictures and descriptions of articles made by the blind at the "Lighthouse" in Houston. These set the children to thinking: the articles in these pictures are for sale; could they sell some here in Nacogdoches? They wrote to inquire and received a grateful acceptance of the children's offer of help with a list

<sup>2</sup> Seeing Eye, Inc., Morristown, New Jersey.

<sup>3</sup> American Foundation for the Blind, Inc., 15 West 16th Street, New York 11, New York.

<sup>4</sup> American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Kentucky.

of articles and prices from which to choose: doormats, bathmats, rugs, knitting or shopping bags, pot lifters, baby booties, towels, mops, brooms, belts, purses, and billfolds.

Then the work and fun began! They set up shop in one corner of the schoolroom and sold \$35 worth in a pre-Easter sale that kept everybody in the room busy. Posters were made to advertise the store; talks were given in other schoolrooms; notes were written to prospective customers explaining the undertaking. Sluggards in arithmetic began to take a real interest in accuracy, for only those who could make correct change quickly were allowed to be clerks; children who were careless in the use of English began to polish their grammar in order to be allowed to make sales talks; only clean hands and clothing were allowed in the store because the wares must be kept in good condition for sale.

Express charges were taken out of receipts, but all other money was sent to the makers of the articles. Customers of the store were given a careful explanation as to how it was not a profit or a commission business. Records were kept in businesslike manner with an invoice and a sales total at the end of each day. Not one penny was ever lost and no articles disappeared except those sold. In fact, the whole enterprise, from beginning to end, was a learning process with the highest type of motivation—an earnest desire to help others, an aim that was accomplished with great advantages to the helpers.

Each article bore a card with the name of the maker upon it. The children mused upon these names and imagined what sort of people they represented until the unknown personalities became real and the children ordered some brailled greetings for these unknown friends, much to the delight of the blind recipients, most of whom had never had a brailled holiday greeting except from another blind person.

The first sale proved such a success that it was repeated three times in the following years—once just before Valentine Day and twice before the Christmas holidays, by far the best time. The second sale brought in \$45; the third one netted only \$35; but the fourth one reached \$80 and they could have sold more.

While these sales were in progress, the children came early and stayed late to work in the store; some came on Saturdays in order to

reach people who came to the campus for extension classes or to various meetings held at the college; one group went to a meeting of the Lions Club and made several sales; another group disposed of an oversupply of mops at a parent-teacher meeting; one group even went with the teacher to a night meeting and set up shop in the entry.

The best-selling article proved to be the doormats made of old tires. They were heavy and some of the women would buy only if they did not have to carry them, so the boys organized a delivery service that made sales skyrocket. They even wrapped and mailed some packages for purchasers. No amount of talking, telling, or reading could have taught the children some of the simple rules of good business and getting along with people as effectively as did this store.

Like many other businesses, this one closed during the war, but classes are still adding to the scrapbook and plans are in the making for another "Lighthouse Store." In the meantime, pupils have kept an interest in those who are physically handicapped in any way, but their thoughts are still mainly with the blind. The next time they have the "blind project" they plan to enlarge it by earning money to buy brailled books, talking books, or to help get a Seeing Eye dog for the use of some of the servicemen who have lost their sight.

The children have taken part in many interesting and effective projects, but nothing else so far has equalled this work for the blind. Nothing else has held such a grip upon the children's attention or stimulated them to such prolonged and intensive effort which touched every phase of school—language arts, creative arts, science, mathematics, business administration, health, social studies, and good manners. Beyond the information gathered and the material help sent to their blind neighbors are the lasting lessons of generosity, cooperation, industry, and adaptation, and a broadened social vision which these activities developed within the children who participated in them. As Ruskin says, "That is the help beyond all others; find out how to make useless people useful, and let them earn their money instead of begging it."<sup>5</sup> Upon this basis many problems of the handicapped must be solved, but the solution will be simpler if schools do some foundation work in that direction.

<sup>5</sup> Cook, E. T., and Wedderburn, Alexander, editors. *The Works of John Ruskin*. New York. Longmans, Green and Co., 1905. Vol. 17, p. 540.

# *School Camping and Character*

By PETER H. SNYDER

*Principal, John Adams School, San Diego, California*

SCHOOL camping as a practical reality in public-school systems is a new development, altho the practice of combining camping and education is not new.

There was the legend of Garfield and Mark Hopkins on a log-elemental camping. The seventy-year-old Chautauqua Institution gives testimony to the vitality of the idea of combining education with open-air recreation. There was, and is, the famous National Music Camp at Interlochen, Michigan, started in 1927.<sup>1</sup>

The educational director of the W. K. Kellogg Foundation has suggested a guide for the school-camp program with the following words:

In the present year and the year ahead major emphasis will be found to lie on developing programs primarily concerned with helping children to use the camp and its special environment as a means of enriching their educational experience. . . . The foundation believes that camping is the modern equivalent of that outdoor and frontier life which was part of the original heritage of the American people.<sup>2</sup>

The decision on the part of the San Diego City-County Camp Commission to open their "Camp Cuyamaca" to the schools of the city and county during the regular school term for an experiment in camping as part of the planned educational experience was announced in January 1946. On March 17 the first group went to camp.

From January to March is a rather short time to prepare a metropolitan community, a school faculty, the local school community, and the children themselves for "a pioneering adventure."

The school systems decided to send only sixth-graders, both boys and girls, during the trial period from March to June. Teachers were to accompany the children in order that proper educational follow-up would be accomplished. Selected parents were to accompany each

<sup>1</sup> McDermott, William F. "Art Goes Camping." *Rotarian* 64: 28-30, June 1944.

<sup>2</sup> Masters, Hugh B. "Camping in Michigan—Next Steps of Kellogg Foundation." *Camping Magazine* 18: 11, April 1946.

group in order to help at camp, to watch the experiment, and to participate in it.

Other articles should be written to enlarge upon the values of school camping, pitfalls that can be avoided, improvements that can be made, and evaluation of results. This article describes evidences of character changes in persons as a result of a week's experience at camp.

The week was that "pioneer week" of March 17 to 23, 1946, and the experiences were those of the sixth grade from John Adams School.

Preparation on the part of teachers for the experiment was not easy. To quote one teacher: "But Mr. Snyder, I'm scared! All those things may be fine for you and Mrs. Snyder who have run a children's camp, but I've never done it before. I'm serious," she continued. "I can direct a group of youngsters in a classroom or on a playground. I can make a bed. I can make all the beds. I can work hard. I can hike anywhere. But tell me to direct a group of children in the woods at doing some of those things, and I'm sunk!"

Sympathy wasn't called for. Neither was it sensible to joke her out of it. Nor could I tell her how well she could and would do, any more than I could tell an Eskimo what an orange is. She would have to wait and learn, and she was scared.

The second teacher's problem was different. She said: "Mr. Snyder, this group I have this year has taken a lot out of me. I'm not complaining; it's just one of those things. I regularly can't get to sleep before one or two o'clock in the morning, and I have the youngsters for only five hours. At camp, I'll have them for twenty-four hours. I don't see how I'm going to stand it."

Any assurance that things would be different at camp seemed only a re-enactment of the spirit of Pollyanna—good as an idea, but ineffective as a formula.

Preparation on the part of the students was simpler. Plans were made for their physical needs and some information was given as to what to expect of a week in camp.

Before the camp opening, we sent the director a list of campers, their medical cards, parents' suggestions, and any other information

we thought would be helpful. Included in the information was a list of seven boys among the prospective campers who were serious discipline cases. Five out of the seven were visiting-teacher cases; two were on the "active file" of the probation office.

At camp, one of these boys, thru sheer merit, became leader of the dormitory. Three others, including one of the probation office cases, were normal, respectable, responsible, and interested campers. Three caused trouble.

Since the week at camp, five of the seven have been excellent citizens, and two have continued to cause trouble. One of the five was what the visiting teacher described on his return as a perfect example of "A youngster working thru his difficulty by means of group therapy in a changed environment." He has really made good.

How these changes were brought about can be described best thru a series of incidents.

The camp director explained quite simply to the campers that in camp there were a lot of things to be done that had to be done just for mere living, and that most were things in which they could share. His little talk, just before the first trip to the dining hall for supper, impressed the campers with a feeling that when they helped, a wider range of things was made possible, and all were made more comfortable.

Directly traceable to the camp's methods are the following anecdotes:

A parent, the following week, made this observation: "The first evening home, Arthur got up from the dinner table and started to do the dishes. Daddy and I looked at each other but said nothing. When he was about half thru, he suddenly exclaimed, 'Oh, I guess I forgot! I just got used to doing the dishes after dinner at camp'."

"But," she continued, "He went on and finished them. He never did dishes at home in his life before unless I just made him."

One of the teachers said: "I tried this out. When a child who was at camp asks me if he may do something or other, I can point out advantages and disadvantages and then tell him to use his own judgement. Every time the child's decision has been a good one. But I can't do that with the ones who didn't go. They don't seem to know



what I'm talking about. They want me to make the decision whether they may or may not do it. I don't know when the others learned it at camp, and I was right there with them, but they certainly came back with it."

The principal had the following conversation with the nature counselor the following week: "You remember Dick, don't you, Stony? The one I said to watch for to prevent stealing? You remember also you reported he had done no stealing. You were quite



*Day camp, public schools, Vallejo, California*

*The individual grows spiritually in his love of his fellows and his sense of obligation to the group.*

sure. Well, here's your pocket knife. Dick turned it in to his teacher Tuesday, and said to tell you he didn't intend to keep it. He also turned back a pair of dungarees. Said he didn't know how he came to have them."

"What made him give these things up?" asked Stony. "I didn't miss that knife."

"The influence of camp, I guess."

The growth in persons at camp was not confined to the children. Conditions at the camp that first week were far from ideal. It was strenuous for the counselors and for the teachers as well. Snow prevented extensive use of trails for either horseback or hiking. More than the expected number of activities were confined to the camp site—a factor which added to the load. Even tho 90 percent of the children had never seen snow, and even tho they thrilled at every minute of it (it was four inches deep and stayed for two days!), it meant plenty to do for the entire staff.

Both teachers, however, declared at the end of the week that they didn't want to go home. The teacher who had been staying awake slept every night straight thru and came home more rested than she went. She said that the thing that was most amazing to her was the respect these children developed for the life they were living and for the living things around them. They respected the work they had to do. They were interested in the cedars, the pines, the woodpeckers, the horses, and the baby colt. The teacher who had gone in fear of failure found intense satisfaction in the fact that she could learn with a group and not lose prestige. On the contrary, the children thrilled to see her learn something new too.

The prospectus of the yearbook asked: "How does the principal or the teacher know that an individual, or a group, is progressing in the attainment of spiritual values?"

I asked one girl how long she thought she would remember the camp experiences. She considered the question for an unusually long time. Finally she looked up.

"As long as I live."

# *What Values Shall We Cherish?*

By VICTORIA WAGNER

*Principal, Midtown Ethical Culture School, New York, New York*

WHAT are the values we cherish and how may we work to attain them? For some time the parents of our school have felt the need for some agreement on social standards and desirable recreational life for their children. The faculty also has been concerned about the use of leisure time and its effect upon the children of the school. We felt that the best way to solve the problem was to work on it as a joint undertaking.

## *Parties without Tears*

The board of the parent-teacher association began with the study of parties. They felt that the results of overelaborate and too frequent parties have been fatigue, overstimulation, and unfortunate competition. A committee of representative parents and teachers drew up a series of suggestions on party-giving which they hoped would serve as a guide for other parents. These were arranged according to age groups—(a) nursery, prekindergarten, and kindergarten, (b) first, second, and third grades, and (c) fourth, fifth, and sixth grades. The recommendations were as follows:

### *Nursery, Prekindergarten, and Kindergarten*

1. That birthdays be celebrated by parties in school, for which arrangements have been made in advance with the teacher.
2. That so far as possible, in order to avoid overstimulation, large parties at home be discouraged.
3. That simplicity in all school parties be emphasized, with table decorations limited to paper tablecloths, napkins, and cups, and neither favors nor presents for the child. Refreshments should be limited to plain cake with candles, ice cream, and lollipops.
4. That when birthdays of several children occur within a short period of time, the decision as to whether or not the parties for them be merged into one party should be left to the teacher's discretion.
5. That home parties be held only during week ends or vacations

between four and six o'clock, with no more than six guests. Refreshments should be limited to a light supper and a hot drink.

6. That for home parties it is preferable that there be no movies shown. If they are shown, they should be limited to animated cartoons or simple subjects, not lasting longer than fifteen minutes. There should be no professional entertainers. Rest or quiet periods are desirable, especially before eating. The following program considerations are relevant to the different age levels:

- a. Three-year-olds are inclined to individual rather than group play.
- b. Four-year-olds have reached the stage of playing simple games or using crayons or working with some constructive materials.
- c. Five-year-olds are ready for group games such as "Here We Go Round the Mulberry Bush"; for joint singing, stories, and records; and are in need of organization.

### *First, Second, and Third Grades*

1. That no large parties should be held after four o'clock on a school day, the most desirable hour over the week end being from four to six. If a party is given in school during the week, it is recommended that a celebration at home should be for a small intimate group only.

2. In general, that home parties should be kept small—four or five children.

3. That the party should be adequately planned and supervised by the hostess, but it is recommended that no other adults be present as this also leads to overexcitement. The child should share in the planning of the party, in the organization, and even in the decoration.

4. Suggested activities:

- a. Games such as parchesi, lotto, and checkers, with some simple system of changing from one to the other, will be enjoyed.
- b. For Halloween parties, ducking for apples and blindfold games interest the children.
- c. Another satisfactory type of party is the small luncheon followed by ice skating or any sport in season.
- d. It is always helpful to have a supply of materials on hand from which children can construct or make things of their own—construct pipe-cleaner dolls or build with blocks. Making up plays always has great appeal, especially if old clothes or costumes are available for dressing up.
- e. Another effective procedure is to hand a slip of paper to each child containing directions for something he is to do such as sing a song, recite a poem, or tell a story.

- f. Children's victrola records make an attractive part of the party experience for quiet periods or for rhythms and games.
5. Refreshments should be simple, such as sandwiches, ice cream, and cake. If favors are given, they should be inexpensive, only one to each child.
6. If the children are to go outside of the home for the party, each child's parents should be informed in advance.

#### *Fourth, Fifth, and Sixth Grades*

1. That large parties be avoided and the following ideas kept in mind:
  - a. Children are to invite their own intimate friends.
  - b. There is no obligation to invite the entire class, but if almost all are invited and very few left out, children's feelings are hurt. It is, therefore, better to invite all or only a few.
  - c. Parties are to be made as simple as possible.
2. That a trip might be planned, such as a ride on a ferry boat to Staten Island where there is much of interest, or a picnic hike in New York City or across to New Jersey.
3. That the children plan and participate in their parties rather than be merely spectators.
4. That two families might combine their parties into one and have the children plan it.
5. That fathers help plan and take part in boys' parties.
6. That parents discuss the proper party behavior with their children in advance.
7. That unless parents are perfectly sure that their child and his group are ready for mixed parties it is urged that they be simply boy or girl parties. The committee feels that since this is such an important problem at this particular age all parents will wish to cooperate to the fullest extent on one pattern of behavior. It is also suggested that a standing committee be appointed that will receive material and ideas from the parents.

#### *How To Live at Home and Like It*

In addition to these specific suggestions for parties, the *School and Home News*, a publication of the parent-teacher association, ran a series of articles with suggestions for other activities for out-of-school hours. The emphasis was upon the out-of-doors and upon closer family relationships. The editor's opening paragraphs will give an idea of the approach on the basis of one parent to another:

Do you get the "week-end blues?" Does a stretch of time with your offspring strike terror in your hearts? Do you long to do something with your children that will be fun and simple as well? Frankly, we are often perplexed ourselves with the problems of what to do. So we called, talked, wrote, and consulted with a good many people to see whether they could help us out. We found so many interesting ideas that we couldn't resist passing them on to you.

First, however, let us insist on the "best authority" we heard, that there "is no place like home," but we mean home. There needn't be a fireplace, or even a spacious attic or cellar to romp around in, nor must there be every toy or play material, but there must be friendliness, a little deafness to noise, and a willingness to supply the stuff play is made of.

Let Mary have her best friends in to share a simple luncheon and stay to play. Let her have materials to make things out of—dresses to dress up in, old evening clothes, bright shawls, even high-heeled shoes; blankets for tents, paste, paper, colors start the afternoon off right. You don't have to plan the day, just be there, in case you're needed for ideas, or to calm too high spirits before they wreck the house.

Never mind if the halls and rooms are transformed into armed camps, Jim and Dick are calling each other "Joe the Slugger," and crawling around the floor while whistling bullets and rattling machine guns jar the usual quiet. Sit tight while telegraph wires are being strung along the baseboards to the next apartment.

That's home, a place to play what you will with your best friends, while Mom or Dad or someone in authority minds his own business with one ear and has the other cocked for the first warning sounds of real trouble. Believe it or not, the informal get-together arranged on the spur of the moment, done often—without fuss of feathers—still fills the bill for many children.

We had many requests for copies of these articles from parents outside of the school, so they evidently met a need, especially in urban areas. The results of these early attempts to assist parents were encouraging and it was felt that the project was worthy of even more careful consideration another year. The year 1945-46 seemed a particularly good time to give thought to this subject in order to find a satisfactory substitute for children's wartime activities.

In September of this year we held a joint meeting of the faculty and the parent chairmen of all grades to discuss plans for the year. It was recommended that at each grade meeting, early in the school

year, there be a discussion of leisure, including the underlying philosophy and specific suggestions for carrying it thru. It was recommended that the parents be asked to describe some successful party they had given or a successful trip they had taken with their children, as well as examples of what children can do both indoors and out when two or three children visit each other. The purpose of this procedure was to involve every parent in the school in the undertaking and to profit by the richness of their experiences.

### *Questionnaire*

The following questionnaire was used by one member of the faculty with the parents of her group as a basis for an evening's discussion. It proved to be a most successful parents' meeting as the questions seemed to draw the group together in a common understanding.

1. If you have "leisure time"—what do you choose to do?
2. Where do you travel with your child? Without him?
3. How much time each day do you see your child?
4. What do you find in your contact of most pleasure to you?
5. What is the most difficult?
6. Who does the disciplining in the home?
7. What does he consider punishment?
8. How much does the child share in any adult party?
9. What kind of entertainment do you have for your child's parties?
10. How often per week does your child have a guest? What do they do?
11. What are the assets of his friends?
12. What are their liabilities?
13. What is your attitude toward comics? radio? movies? What is the child's reaction to this?
14. At what time and how willingly does your child go to bed?
15. If servants, how much control of child is left to them? What is child's attitude toward them?
16. How much allowance is child given? How does he dispose of it? For what reason is he deprived of it?
17. How much time do you allow him for being alone during the day? What does he do with time?
18. Is there another relative in the home? What is the child's attitude toward this person?

19. If another child, what are the areas of congeniality? of antagonism?
20. What home responsibilities are allocated to the child?

It was also suggested that a bulletin board be kept in the parents waiting room at the school where up-to-date suggestions could be posted of events occurring in the city which might be appropriate for children at different age levels. From these notices developed a small publication which was sent home to the parents at frequent



*Public schools, Glendale, California*

*Beauty is all around for those who have eyes to see.*



intervals, particularly before each vacation. Each bulletin was written and usually illustrated by a different parent. We discovered a great deal of talent among the fathers and the mothers this year, and the results were really delightful.

The pre-Christmas bulletin, for example, consisted of three mimeographed pages, containing suggestions for all the family at home, for one-day excursions in the city, and for hobby activities or independent trips for children of nine or over. Other bulletins were designed especially for older children under such topics as, "If You Like Music," "If You Like Science," "If You Like Stories and Plays," "If You Like Art," and "If You Like Historical Places and Things." A father who wrote several of the bulletins this year suggested that next year, instead of having a different person write each bulletin, we have an editorial board and follow the same general plan in each bulletin.

At parent meetings thruout the year, particularly the evening meetings attended by both parents, the teachers gave demonstrations of inexpensive materials which could be satisfactorily used at home. The science teacher showed effectively how a small motor might be made with scraps of materials found in most households. The science and art teachers issued special supplements on materials and collections which were adaptable to home use. At a large midwinter meeting of all the parents of the school, an inclusive exhibit was arranged of many different types of material which could be used at home by different age levels.

A specialist in child guidance addressed the parents upon the wise use of leisure time and the importance to children of having time of their own. A special shelf in the parents' and teachers' library was set aside for carefully selected books containing suggestions for things to do with children.

Many parents arranged for small groups of children whom they supervised cooperatively either in the park after school, or for special excursions over the week ends. Acquaintanceship with the park and neighborhood facilities for recreation led to an invitation to the police sergeant of our precinct to address a parent group on the subject of recreational problems of the community. The parents are now

seeking ways to help existing agencies in providing a recreational center for all the children of the neighborhood as a means of contributing to the solution of the problem of delinquency in the adjoining area.

### *Testing the Value of Efforts*

The test of one's spiritual values is the quality of human relationship which they engender. By such a test, this joint undertaking of home and school to foster a more wholesome recreational life for our children has been successful.

The cooperation of the parents has been excellent. Birthday parties are usually celebrated at school, in the classroom after the midday meal. Mothers bring the birthday cake and simple festive decorations such as paper doilies and napkins. The shades are drawn, candles lighted, birthday greetings are sung, and birthday wishes are made as the candles are blown out. It becomes an occasion which not only forms a happy bond between school and home, but contributes to a spirit of friendliness and affection within the class group. When parents have given parties for their children outside the school, they have frequently consulted with the classroom teacher in advance so that no child would be made unhappy by being repeatedly excluded from the social life of his group.

In working together on planning committees, on the bulletins, and exhibits, both parents and faculty revealed hitherto unknown talents. A new appreciation of each group for the other was fostered. The processes of association have been as important as the activities themselves.

Two suggestions for next year have already been made. One recommended a more detailed study of the movies, comics, and radio. The other was a request for further information from the courts and other community agencies as to how these parents and teachers can be helpful as citizens in providing more adequate recreational facilities for all the children of the neighborhood.

# Chapter VI

## EVALUATION OF ATTAINMENT IN SPIRITUAL VALUES

How can the teacher or the principal know that progress has been made in spiritual growth? To say that such evaluation is difficult is not to say that it is impossible or that it should not be undertaken. Differing methods are needed—subjective as well as objective—and there is need for faith that more progress is being made than is apparent on the surface.

Three articles give major emphasis to the problem of evaluation. The first tells how four familiar supervisory technics—observation, working directly with pupils, conferring with the teacher, and the keeping of anecdotal and cumulative records—can be helpful in appraising the sincerity and effectiveness of efforts to promote the spiritual growth of pupils. A second article is an example of co-operative writing by a committee of teachers. They begin with the conclusion that spiritual values have been high in their school situation and then seek to analyze the value of various aspects of the school program in bringing about the results which they approve. One writer calls attention to the use of paper-and-pencil tests of attitudes, and to the scrutiny of ideas expressed in written work in general, as sources to consider in appraising growth in spiritual values. He recognizes also the place of observation of conduct in applying the eight criteria suggested in his article.



*Public schools, Madison, Wisconsin*

*The school where spiritual values are high seeks to provide for every child as full and rich a life as he is capable of enjoying.*

# *Evaluation in the Realm of Spiritual Values*

By GENEVIEVE BOWEN

*Elementary Supervisor, Bucks  
County, Doylestown, Pennsylvania*

**E**VEN the least sensitive person who enters an elementary classroom is aware at once of the spirit which prevails in that room, the intangible something which exists among those who live together for these few hours of every day. How can it be defined, how can its growth be measured?

To the principal or supervisor who recognizes the importance of that something to the success and worth of the educational process being carried forward, the answers to these questions are essential. No paper-and-pencil test alone will reveal adequate answers. By what means can they be secured?

The following means are those used by one supervisor to discover the spiritual values which are being developed in the schools with which he works.

## *Observation*

While this is essentially a subjective method of gaining information, certain objective questions may be formulated. Does a spirit of friendliness and acceptance prevail between teacher and pupils? Are the pupils people in their own sight and in that of the teacher? Are they encouraged to ask questions and develop problems? Do they attack these problems with eagerness and freedom? Is the slower thinking child allowed time to draw his own conclusions? Is he heard with attention and respect by the group? Is the able child encouraged to explore beyond the scope of the group's study?

Certain physical aspects of the situation likewise reveal the spirit of the relationships within the group. Does the children's own work take precedence over commercial pictures or decorative devices? Do bulletin boards, museum collections, and other centers reveal rich,

broad interests? Are they the children's projects, or mere bric-a-brac brought in by the teacher? Are the children eager to show them to the visitor? Do their explanations indicate penetration beyond the object itself into the deeper underlying educative values? Do the children use these objects in their study and discussions?

The routine organization of activities is a further index of group relationships. Do pupils move freely about the room, with real purposes, without disturbance and confusion? Are routine activities, such as passing materials, keeping the room tidy, and the dismissal of classes, accomplished informally yet economically? Do children observe small social courtesies habitually and naturally?

Observation of the teacher herself also offers significant conclusions. Does she recognize the arrival of the visitor informally, not interrupting the work of the class? Is she natural and at ease with the children in the visitor's presence? Is she aware of the activity of each child, guiding it by a glance or nod, without excessive talking? If an emergency arises is she calm and objective, giving the child security and confidence in taking care of it himself? If censure is called for does she administer it courteously and unobtrusively, helping the child to realize his mistake but not undermining his self-respect? Does she make it clear that she accepts him, while not accepting his undesirable behavior? Does she give praise naturally and simply, lifting the child's self-confidence but not embarrassing him before his fellows? Does she show liking and respect for every child?

### *Working with the Children*

If the supervisor himself is sufficiently in rapport with the situation he may sit in on a discussion or even take over a group for some special purpose. The children's response in such a case is a valuable index of their poise and self-confidence, as well as of their teacher's attitude toward supervision. Do they accept the visitor as one of them? Do they talk easily and freely with him? Do they include the teacher as a member of the group, yet not turn to her constantly for reassurance? Do they ask the visitor questions, even raise points of disagreement? Do they volunteer information, bring out materials of their own, offer suggestions as to future activities?

*Conferences with the Teacher*

Ideally, each supervisory visit should be followed by a conference with the teacher. Here the supervisor may evaluate the teacher's recognition of spiritual values most clearly. Does she show recognition of the worth and possibility of each child in the group? Does she have a clear understanding of the factors which influence each one—his home and family background, his native ability, his personality strengths and weaknesses, his relationships with the group and with herself? Does she see beyond the immediate day's activities to the larger objectives which they may serve? Does she have an earnest conviction of the power of the school's activities in molding children's spiritual development? Does she work as definitely toward that purpose as toward developing their academic skills?

*Anecdotal and Cumulative Records*

The school which is sincere in its effort to develop the child's spiritual well-being devises means of recording and evaluating its growth. Do the teachers recognize the significance of small incidents, of children's remarks in casual conversation, of attitudes and reactions revealed in the day's activities? Is there some provision made for systematic recording of such significant items? Are these records referred to frequently for use in guiding children and in evaluating their growth from month to month, or year to year? Do the records sent on to succeeding teachers provide them with information concerning the child's spiritual health and growth as well as his academic progress, physical growth, and health? Do teachers come together at intervals to discuss their findings, to cooperate in interpreting them, and to devise constantly improving methods of compiling and utilizing them?

The evaluation of spiritual values in the educative process must in part be a subjective process. The realm of feeling and generalized reaction are not to be underestimated but they are most valuable when checked and reinforced by observation, working with the children, conferences with the teacher, and the noting of anecdotal and cumulative records.

# *Teachers Evaluate the Educational Climate*

By THE MACARTHUR SCHOOL  
ETHICS COMMITTEE\*

*MacArthur School, Vanport City, Oregon*

THE MacArthur School is part of the educational system that sprang up almost overnight in early 1943 when Vanport City was built. The community housed up to thirty-five thousand people working in the Kaiser shipyards during the war. Children came from every state and from across our northern and southern national boundaries. MacArthur School enrolls children from nursery thru Grade VI.

Like the pupils, teachers also came from everywhere. The school was free to develop into what its personnel most wanted it to be. No precedents had been established; no red tape stood in the way; everyone thought of the school's work as a challenge and an adventure. Everyone has learned much from this pooling of ideas and procedures and no one would have missed the opportunity to work here. Perhaps it is this very newness of approach and freedom of action that accounts for some of the results observed.

With the war over, the population has been reduced more than a third, and the school no longer has to operate twelve-hour days and seven-day weeks for twelve months of the year. For the first time there has been some opportunity for leisure to assess values and review the significance of what has happened.

A volunteer group of teachers, calling themselves the Ethics Committee for lack of a better name, has met twice monthly during the year. They have been seeking an explanation of the fact that in this overcrowded, understaffed school, organized in haste, overwhelmed by pupils of totally unrelated backgrounds, there has been a discernible trend toward the attainment of spiritual values. They

\* Helen Daley, Hilda Johnson, Laura E. Kellar, Elizabeth Loken, Gertrude Stephenson, Gertrude Taylor, and Dorothy White, assisted by Helen Campbell.



know that they are sensing here something that is not always found in schools. They feel some degree of attainment of a spirit, an atmosphere, a camaraderie, a response to what is right and best—an elusive quality toward which good schools always aspire. Gl glimpsing this has given more than one teacher the courage to believe that spiritual values can be attained. But how? What brings this about? Who is responsible? What is happening that is different from the usual?

The group is still searching for the answers, but they have arrived at certain generalizations that may help them to further thinking:

First, we do believe that character development must be the basis of education if democracy is to succeed. But we do not believe that character, spiritual values, high morale—by whatever name it may be called—is achieved by any one device or a series of them. We do not claim that we have done much, if anything, different from many other schools, nor that any one thing more than another has been done solely for the sake of the development of spiritual values. We think the chief difference lies in the spirit of everything that is done, in the attitude of teachers and other workers toward the doing, in a sincere belief on the part of everyone in the inherent value of every individual child, and of each one's right to as full and rich a life as he is capable of enjoying, here and now.

Second, we believe that the working out of the democratic process, which has been the basic underlying philosophy of the Vanport schools, provides the best, if not the only atmosphere in which true spiritual values can be attained. The administrative head of our school system believes in the efficacy of the democratic process, has gathered around him others of similar beliefs, shares planning and responsibilities with the principals, and encourages them to do likewise in dealing with the faculties. In turn, children tend to share in this way of living together—not perfectly of course—but to the extent of our abilities in carrying out the ideal constantly before us.

To this brief summary of common beliefs as to the basic educational method that underlies growth in spiritual values, the following statements are added. They include the comments of several different teachers on phases of school service that appear to them to be important.

### *Regard for the Individual*

The sixth-grade teacher who served as chairman of the Ethics Committee made these comments:

From the moment of his reception by the orientation teacher, the pupil is made welcome. He may stay with the orientation teacher from an hour to a week, depending on his own needs. After his history has been received and a standard test administered, he is made acquainted with the various special classes he will attend. Eventually he is placed in a grade classroom where he is cordially received by the teacher who introduces him to the group and then puts him in the care of the welcoming committee whose duty it is to make pupils feel at home. In a very short time he is taking part in activities like an old-timer.

Various special needs are met. For example, the teacher may find that the new pupil has difficulty with reading. He is then assigned to the remedial-reading teacher who works with him for a half-hour per day for as long as necessary to bring his reading up to the proper level if this is possible. One teacher has given full time and another half time to remedial reading. Should a pupil have a speech defect, a trained speech teacher is available to help the child overcome his handicap. A psychologist may be called in to study a child who seems to be emotionally unstable or socially maladjusted. After holding conferences with the child and studying all possible environmental factors the findings are made available to the teacher. What appears to be a problem of discipline may be intelligently solved by this approach. If a child fails to make the progress that seems normal for him, a special test is given by a trained person. This helps the teacher understand why the child is having difficulty.

Sometimes the teacher needs a contact with the home of a particular child for aid in understanding him. A visiting teacher performs this task in a friendly way and reports back to the teacher and principal just what the home conditions are. If the teacher wants a conference with the mother, a two-hour period each month is set aside for just such conferences. At least a half-hour is scheduled for each interview; in this period both teacher and parent learn from one another. In addition to these planned conferences, parents are always welcome for more casual contacts.

For every child there is an hour of club activity each week where he may pursue whatever special interest he has; for example, art, music, library, nature study, or dancing. In these clubs the children may grow and develop in whatever field their interests lie.

A trained nurse is present to take care of any health problems that arise. As part of the health program, each child has an audiometer test. If any hearing defect is noted, a doctor examines the child and makes recommendations to the parent as to treatment. Cases of defective vision and speech maladjustments are handled the same way.

Classes are small enough for the teachers to really study the child and to watch his growth. When every child has a chance to develop in an atmosphere where every phase of his life is intelligently studied and where help is given when weaknesses appear, it is little wonder that we have a cheerful, cooperative group of boys and girls of many backgrounds.

*Respect—Not Tolerance—for All Groups*

MacArthur School is a mixture of cultures—many Negroes, some Japanese-American, a few Chinese, Indian, and Mexican. The community includes southern white families with traditional feeling about race relations. The Ethics Committee has tried to decide why it is that almost no racial feeling, much less friction, exists at school. The members agree that the fine work of the Negro teachers on the staff is one important factor. The way that group relationships are organized has also helped to develop in each pupil an unselfconscious respect for all other pupils. One teacher, with a special assignment that took him to many different classrooms, said:

The executive staff laid down few rules and regulations. Teachers were, for the most part, on their own. There was one important exception. From the superintendent, thru the principals, to the classroom teachers, no exceptions were tolerated to the rule forbidding any kind of racial discrimination.

My duties as a special teacher took me into more than fifty classrooms. Negro pupils were in every class, but I saw no sign of racial tension. The children worked together; they played together; they took part in all school activities together; and yet there was almost no friction.

Even teachers who came into this school with established racial conditionings have changed their attitudes in the face of proof that Negro pupils are as good and as bad, as bright and as stupid, as above average and as below average as are white pupils, when they have had the same background for development of potentialities.

Our seating arrangement at tables and our group discussions for special assignments creates a friendly atmosphere, every student learning the qualities that make him most acceptable to the group. Discussions on honor, decency, cleanliness, and a just consideration of others tend to make him regard other students on an equal basis.

Recognition of inherent individual abilities such as musical, athletic, or oratorical talent gives the child pride and confidence in himself and

meets his need of being wanted in his group. The school provides many opportunities for the child to gain self-confidence and a feeling of belonging.

We know that it is not what the child learns, but what he does with what he learns, that is the real mark of education. It was this putting of democratic attitudes into action that made racial equality such a forceful learning experience in the Vanport schools. How far this experience will reach down into the lives of the children who shared it cannot be measured. But that it will go deep, there is no doubt.

Our weekly assemblies have proved to be a good workshop of democracy. Most of the programs have been an outgrowth of classroom work. Visitors and outside entertainers comment often on the happy and wholesome atmosphere on these occasions.

All the children have had opportunities to participate both as an audience and as performers on the platform. They have learned about and discussed the different kinds of behavior for each. They have been taught how to sit, stand, walk, and talk correctly; how to make and acknowledge introductions and announcements. Consequently, they sense more keenly the value of rules of auditorium or group behavior. They more intelligently and more graciously give up some individual rights for the good of the whole.

Each week, improvement is noted. Patient reteaching and reminding go on constantly. Some of the spiritual qualities in evidence are: respect for each individual and his contribution—simple as it sometimes proves to be; faith in one's self and in fellow students; creativeness and freedom of thought, speech, and action; the assumption of responsibility, unselfishness, cooperation, and adaptability; love of beauty and harmony; and loyalty to fellow students, country, and God.

All thru the rehearsal for the Christmas play, which was of a religious nature, observers and teachers were aware of the reverence, quietness, and earnestness that prevailed. At a memorial service for President Roosevelt the earnestness and solemnity expressed were most touching.

### *Civic Responsibilities*

Experiences essential to growth in citizenship are provided in the student councils. Pupils get actual practice in democratic procedure and in habits of participating in public affairs. Problems brought in from the various rooms or from the administration are presented and discussed, recommendations are made, and reports are brought back to the rooms.

Usually meetings are held in rooms each week. Votes are taken when needed and new problems may be presented for the representative to

carry back to the council. The children are learning thru experience that a truly representative government is impossible unless all the rooms participate. Again they learn by doing—they see the result of mistakes and how to correct them.

As a result of the student-council activities, we see better informed, better behaved, and more efficient school patrols (for they soon learn that an officer is a helper not a boss); a greater respect for property, reflected in the appearance of lavatories, library books, and art work hung in halls; a more sincere attempt to avoid waste of food in the cafeterias; and improved punctuality. •

### *Experience Enriched thru Art*

A great deal of beautiful art work is done by MacArthur children, considering that a large majority of them have had their first contact with this opportunity since coming to Vanport. The related-arts program at MacArthur School has been so organized and developed that it is more than just art teaching. It has been correlated in part with classroom themes or units, with strong carry-over values, both spiritual and material. The three examples described developed reverence, confidence in self, group cooperation, wholesome pride, and an appreciation of beauty in general:

One sixth grade planned and painted four attractive murals on the walls of their room. Four committees of two were chosen, including one retiring or shy student on each committee. These murals were expressions of personal achievements in related arts by both type children. The shy students were supported and spurred on by the more confident artists. One criticism of this activity might be that too few children participated, but during the study of the unit all in the room had opportunity for individual expression thru painting individual panels. There was no evidence of jealousy by those not included on the committees, rather wholesome pride that their classmates were capable of painting such attractive murals. The value the retiring children received, their increased confidence, their pride, more than overbalanced the use of small committees. This project was a splendid evidence of cooperation and harmonious thinking and doing.

A delightful project by a fourth-grade group was a mural of Oregon birds. A simple study of birds was completed first. Each child studied a bird, drew it, and colored it true to life. Next a large tree was painted on the wall space, drawn so as to leave room for the birds. Each child

reproduced his own bird on a branch of the tree, the ground, or on the fence in the mural. This was a happy, harmonious, entire group participation. The study of birds was a fine approach to reverence thru appreciation of the beauties of nature.

Appreciation of trees was developed in a unit by a fifth-grade group. Each child studied a tree—where it grew and its peculiarities. An original, creative composition was made by each pupil from his careful study of a tree. These pictures formed part of the decorations of the room for a long time for they were truly fine. The group became tree conscious and developed keen observation. A collection of things and materials relating to trees was gathered, and a record of the entire project was kept by each pupil and made into an attractive book. In the fine sense of room unity developed in this study, a party was planned for parents so they could see the results. The children gave a short program and were then hosts and hostesses at an attractive tea. Parents were guests, also some special teachers, administrators, and a Portland poet whose poem about trees had been much enjoyed by the children.

### *Time for Happiness*

A special purpose and accomplishment of this school has been to provide for these children some of the security and happiness that in peace time they might have found in their homes. One teacher made this statement:

Vanport from start to finish was created by war for war. The housing units were planned as war workers' living units, not homes. The men and women who occupied these units worked in the shipyards night and day.

Vanport was anything but a happy environment for children. Proof of this statement is contained in a survey of the children's reactions to their life in Vanport. These are some of the complaints: "The units are so ugly" (apartment buildings all painted originally in very dull colors as camouflage from bombing). "We live too close to people." "Everything is the same dirty color here." "I miss the flowers we had at home." "If you make a noise the neighbors pound on your wall." "Mother is always working."

The children listed as what they missed most "relatives," "pets," "snow at Christmas," and "homey surroundings." Coming from every direction, of many races, they expressed a common hunger for the security of home.

The teachers were called upon to put back into the lives of these chil-

dren that which war had pronounced expendable—security, attention, a sense of individual importance, and the spiritual values on which mankind thrives.

Never will I forget the first Christmas celebration in MacArthur School—Christmas trees up and down the halls and Christmas parties in every room at which Santa appeared to celebrate. The auditorium was packed to capacity; eager, happy children with excited, upturned faces were all together enjoying the beautiful pageantry of the Christmas story. Thru the auditorium windows, one could see the safety helmets of war workers as the parents of these children peered in on their way home from work, happy in the knowledge that war had not deprived their children of the joy of Christmas.

Thru other parts of the year, as well, these teachers did many things that contributed to happy living for these war-project children. It was this "pinch-hitting for the home" so successfully correlated with classroom procedures that seems to me to be the secret to that "something different" which all members of the staff recognize as distinctive of the Vanport school system.

### *No Magic Formula*

Just the effort to do good teaching and the opportunity to do it in an air of democratic equality—these seem to be what is found as an explanation for the high morale and sense of satisfying achievement in the war years at MacArthur School. The committee believes that its efforts at analysis were themselves helpful. As teachers, they will value more highly, in any school, specific evidences of democratic sharing in school management, regard and respect for the individual pupil, education for civic responsibility, creative experiences thru art, and the maintenance of a homelike atmosphere.

*The shy backward child whose name is the last we learn in a class is likely to be the one who most needs our help. Let us develop in this child the courage to assert himself.*

—PUBLIC SCHOOLS, LOS ANGELES, CALIFORNIA,  
*Moral and Spiritual Values in Education*

# *A Suggested Approach to Evaluation of Spiritual Values*

By LESTER B. SANDS

*Head, Department of Education, New Mexico  
Highlands University, Las Vegas, New Mexico*

THE possibility of measurement in the area of spiritual values lies in evaluating overt behavior from a spiritual point of view. It is indeed impossible to measure that which is unexpressed, such as sensations of inspiration and depression, visions of totality in life, and emotional impressions. Yet these are the fabric of spiritual life, they have a positive reality, and to some degree they are revealed in the visible and audible reactions of the individual to the outer world. To make any approach toward evaluation of spiritual values we must assume that the spiritual life of a person is expressed at least in part thru his observable conduct—his actions and language. In this assumption we are supported by psychologists and philosophers, who in general accept the view that objective behavior is truly representative of mental and spiritual life.

Another fundamental assumption must be that spiritual life is adequate when the individual becomes a part of all that is socially worthwhile in his personal and institutional associations. He becomes identified with worthy purposes and activities yet he maintains his free personality. A worthy spiritual life is manifested thru wholesome participation in all areas of life.

To evaluate the spiritual responses of a child one must be quick to note revelations in words of his thinking and attitudes and, also, must study his behavior in various types of situations. Insight may be gained from what the child says in classroom discussions and problem situations, from his creative efforts in art and in written language, and from attitudinal tests. The sympathetic teacher often will read between the lines that pupils write. Anecdotal records from classrooms, halls, playgrounds, and any other locale may be significant in revealing the child's response to problems of human relations.



*Suggested Criteria*

Criteria are needed to interpret the spiritual significance of the records and informal observations. Eight criteria are suggested here as bases for an evaluation of spiritual status and progress:

1. Respect for others in terms of personality, individuality, rights, and freedom
2. Sympathy for the less fortunate
3. Cooperation in personal and social situations
4. Promotion of desirable standards of behavior—individual and social
5. Recognition of adults as spiritual leaders
6. Participation in group activities of a spiritual nature
7. Consideration for public and private property
8. Appreciation of the school.

Each of these criteria may be applied to (a) language or creative art expression that reveals attitudes and feelings, and (b) anecdotal records or other observation of behavior. The analysis that follows uses this twofold basis for discussing each of the eight criteria.

*Respect for others*—Attitudinal responses of respect for others should include expressions of fundamental respect for all individuals irrespective of race, creed, or national origins. This basic respect is nonpartisan, unprejudiced, and voluntary. It considers all humans as entitled to equal rights in freedom and security.

Behavior evidence of respect for all peoples should contain anecdotes of group and individual acceptance of all people on all levels. Situations involving the home, the school, and the community should reveal democratic respect for all individuals.

*Sympathy for the less fortunate*—An attitude of sympathy for those less fortunate in health, physical strength, economic circumstance, and political and social conditions is an evidence of spiritual development. Tests can be built which reveal such attitudes both in children and adults.

While expressions of sympathy for the unfortunate are wholesome, they are meaningless unless implemented with action. Evidence of helpfulness to others is needed to evaluate an individual's growth in spiritual channels.

*Cooperation in personal and social situations*—Spiritual values can be studied by the degree to which an individual is willing to cooperate with individuals and groups in social and institutional life. It is possible to arrange an examination that will appraise a person's desire to work with others.

It is also necessary that action be observed in order to establish the fact that a person's expressions in favor of cooperation are not mere statements. Teachers, parents, friends, and employers can always cite instances of an individual's behavior in terms of cooperation.

*Promotion of desirable standards of behavior*—Spiritual living is related to good behavior in all types of situations. Where standards are known, it is possible to examine an individual relative to his desire to improve such standards by his own conduct. Such examinations sometimes reveal a surprising ignorance of standards supposed to be generally known.

Anecdotal records of conformance to standards, and violations of them, should be helpful in diagnosing this form of spiritual value.

*Recognition of adults as spiritual leaders*—It is entirely feasible to create a test estimating the degree to which young people consider adults to be spiritual leaders. However, if the adults with whom the students are acquainted are not spiritual leaders, no derogatory score could be marked against the young people. Young people are always in need of such leadership from adults, and it should be the expectation of schools and spiritually oriented organizations to produce more spiritual leaders.

The respect and behavior of children toward adults will reveal whether they recognize them as leaders. Such evidence is highly essential in estimating the degree to which the school can encourage spiritual progress.

*Participation in group activities of spiritual nature*—The attitudes of children toward educational assemblies, toward church, toward symbolical ceremonies, and toward small spiritually directed gatherings should present evidence of a student's appreciation of the social nature of the spiritual. Without such appreciation, children will be inclined either to cynical nonparticipation or to stolid conformance to what is to them a meaningless exercise.

Actual evidence of readiness and ability to participate in spiritually focused activities is undoubtedly the best possible method of determining appreciation of group spirituality. Actual participation in all types of group activities is also significant of the feeling for group cooperation and offers grounds to assume incipient spirituality.

*Consideration for public and private property*—The care and protection of public and privately owned property may be considered to be an aspect of the fundamental respect for this society. Tests can be arranged to study the attitudes of students toward materials belonging to others. While material things are not absolutely essential to spirituality, yet the attitudes of persons toward material things are highly significant.

Notes on the behavior of students toward property in and about the school, in the home, and in the community should be helpful in verifying expressed attitudes.



*Public schools, Dearborn, Michigan; Whalen photograph*

***The school encourages fellow feeling and cooperation.***

*Appreciation of the school*—An understanding of the school as an important agency of society should be of significance in rating the attitudes of spirituality in pupils. While the school includes a physical plant under the control of adults called teachers, its purposes are idealistic. In the same way, other agencies of society should be fully comprehended by pupils, and tests can be made to evaluate this understanding.

The appreciation of school is frequently revealed by young people in their desire to attend school, the regularity of their attendance, their sorrow when schooling is over, and their visits to the school after the completion of their own courses. Such evidences are true spiritual appreciations for the school.

#### *School Rather than Pupil Is Evaluated*

Efforts at evaluation such as those suggested should help to identify the individual pupils who are responding or not responding to the spiritual influences in the school atmosphere, and may lead to individual adaptations of approach or method with individual learners. Of equal or greater significance is the revelation of strengths or weaknesses of the school itself in promoting spiritual values for its pupils. The findings may be a challenge to the faculty in appraising the school program as a whole.

*The all-important question still remains: by what spirit are our schools animated? Do they cultivate the higher faculties in the nature of childhood—its conscience, its benevolence, a reverence for whatever is true and sacred? . . . The foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people.*

—HORACE MANN, *Ninth Annual Report*

# Chapter VII

## SPIRITUAL VALUES IN THE DANIEL WEBSTER SCHOOL

HAROLD V. BAKER, chairman of the Editorial Committee for 1947, died at Memorial Hospital in New York City on March 2, 1947. His ideas and contributions appear thruout the yearbook; the entire volume, in one sense, is a memorial to him. His co-workers on the Editorial Committee desired, however, to add a more personal tribute to his leadership in education for spiritual values.

He shunned the limelight for himself but always was gratified by appreciation for the school that he served as principal—the Daniel Webster School of New Rochelle, New York. The Committee felt that the recognition that would have pleased him most would be an interpretation of the school to which he gave many years of inspired service. In this plan the Committee was fortunate in securing the help of several members of the Daniel Webster School staff. In the spirit of selflessness that seems to be typical of the school these persons prefer not to have their names listed. The Committee is grateful to each one for the service given.

The article that follows, dealing with one school and with the man whose life is reflected in the school, gives an inspiring picture of the elementary-school principalship at its best. Beloved by children, trusted by teachers, respected by his community, Harold V. Baker added honor to his profession.



*Photograph by Sam Joe Smith, New Rochelle, New York*

**HAROLD VERNON BAKER**

*Principal of the Daniel Webster School, 1932-1947*

*"To me a child has a spirit and we in the schools can do much to help that spirit grow into something finer and finer. . . . A child's spirit has tremendous worth."*

# *Spiritual Values in the Daniel Webster School*

By STAFF MEMBERS

*Daniel Webster School, New Rochelle, New York*

DANIEL WEBSTER SCHOOL has a spirit which is felt the moment one enters the building. A casual observer, upon entering, may think it is the effect of the lovely Tudor building designed to be an integral part of the neighborhood, the artistic entrance, or the adjoining auditorium with its beautifully carved oak paneling, decorative ceiling, leaded glass windows, pipe organ, and warm brown velvet draperies which lend an atmosphere of serenity and beauty; but the real spirit of Daniel Webster School, which the sensitive thoughtful observer experiences, is something far deeper and more spiritual than mere architectural or material surroundings. The spirit of Daniel Webster School is the spirit of Harold Baker, created by a man having lived and worked in it, who believed in justice and creative cooperation, who had faith in human beings, who appreciated the arts, music, and fine literature, and above all believed in the dignity of the individual and the joy of work well done.

Mr. Baker dedicated himself to the development of children and the establishment of a wholesome, worthwhile atmosphere wherein children might grow toward greater individual and social maturity. He exemplified the virtues of good character and democratic living. Because of his character and personality he had a stimulating and stabilizing influence upon the the teachers, pupils, and parents of the community as a whole.

## *Faculty Members Are Friends*

Principal-teacher relationships were those of real democracy and served as a model for democratic teacher-pupil relationships. In order to be constantly studying and evaluating existing practices of the school, well-planned democratic faculty meetings were held

regularly in the teachers' lounge, where an atmosphere of social and friendliness prevailed. Tea always preceded the meetings, and we were kept upon such a high plane that teachers never looked upon them with a feeling of boredom. Instead, they have considered them an opportunity to help in the planning of the school's program and they have left them with a greater appreciation and satisfaction in their work, a better understanding of themselves, their fellow workers, and the children under their care, and with more definite plans for the future welfare of the children.

Through these faculty meetings and individual conferences Mr. Baker's philosophy of education and psychology of human beings which were so much a part of his unassuming, sincere personality were readily absorbed by teachers and willingly put into practice. Teachers were given a feeling of security which they in turn seek to use as a model in helping each child to feel more secure in his environment.

Each weekly bulletin to the teachers ended with a quotation carefully selected for the week, or more often some bit of philosophy to inspire the teacher in her work. New books, current magazine articles relative to education, and bits of poetry were circulated among teachers or placed upon the counter in the office in an inviting manner. The weekly newsletter has gone out each Wednesday at noon for the past fourteen years, giving parents a keen insight into the happenings of the school, the philosophy which guides their children, and an appropriate quotation for their pondering.

### *Serenity and Happiness Are Valued*

Mr. Baker's sensitivity to beauty and the finer things of life has enriched and influenced the life of the school and helped to provide an atmosphere of serenity and beauty in which the spirits of children could grow into something finer. Each day at Daniel Webster, school starts with a musical selection broadcast over the school radio system to every classroom. The musical selections have always been carefully chosen to fit special days or occasions; whether, as during the last war, it was a patriotic selection to emphasize some victory or



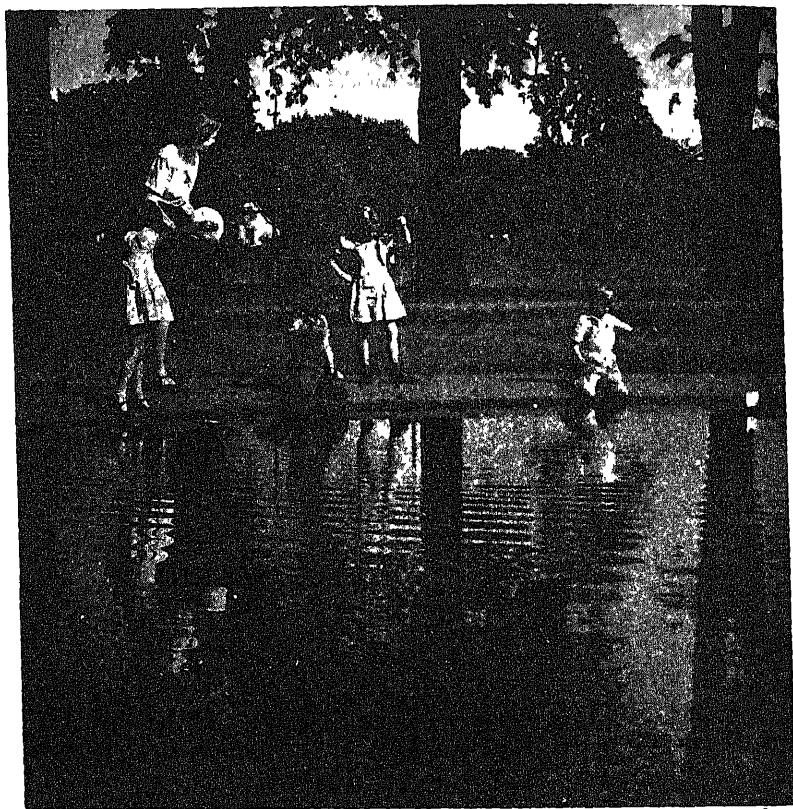
it were only a cheerful or lively selection to dispel the gloom of a dark and dismal morning. If a class were working on some particular music, records from that source were played, much to the children's delight. Then, too, children were encouraged to tell Mr. Baker their favorite selections among the school's record library so that these could be played in the mornings. Children took an active part in these morning broadcasts, making their own announcements of activities in which they were interested. Besides these announcements and his own, Mr. Baker always mentioned, in his calm and pleasing voice, something of interest or beauty that he had seen on the way to school—it might have been the mist rising from the near-by lake in the early morning, the riot of color from the leaves reflected in the water on a fall day, or the beauty of the pale green willows bordering the lake in the spring. Because of this influence the lake itself has become part of the school. Classes go to it frequently, for sheer enjoyment of its beauty, to have a story read to them, to enjoy a marshmallow roast or a picnic, or to go on a scientific jaunt to study the plant and animal life and gather materials for terrariums and aquariums.

#### *Music Has a Central Place.*

Music probably plays a greater part in this school than in most elementary schools, because children are always encouraged to hear good music and to make good music themselves, be it instrumental or choral singing. The school has an unusually fine band and orchestra. It is always an inspiration to see the children carrying their instruments and to observe their eagerness to get to their instrumental lesson or to band and orchestra rehearsal. Hardly a Wednesday (which is band and orchestra day in the school) went by without Mr. Baker appearing in the back of the auditorium to enjoy the children's efforts. They watched for him to come and noticed when he did not appear. If he were too busy to go in, he always opened the doors so that he could listen to the music while he worked in his office; this the children always observed too. One child wrote:

A few months ago I was entering the school with my violin when Mr.

Baker stopped to say, "Pat, how are you getting along with your violin lessons? I hope you will be playing in the orchestra next year." I said, "I will, because I am going to study very hard." "That's the spirit," he replied. I am sure he knows I am playing in the orchestra now. His kind



*Public schools, Des Moines, Iowa*

*Children come to a school where beauty is valued.*

and loving words will inspire me to do my very best.—Patricia Downey,  
Grade III

While Daniel Webster is one of the few elementary schools in the United States to have a pipe organ, it is indicative of Mr. Baker's philosophy that it was not just a thing to be looked at or used only on special occasions. Children practice on it every day during school

hours. Free instruction is given by the director of music, who answered Mr. Baker's appeal to make the instrument a part of the children's everyday education. This is just another one of the many musical opportunities afforded in Daniel Webster School.

### *Beauty Is Seen and Created*

Beauty has always been emphasized in the lives of Daniel Webster children in every possible way. Small sculptures are found in window niches and the office. Lovely flower arrangements are found in many places thruout the building. The exhibit cases in the halls carry a constantly changing display of the children's art and craft work. The chairman of the parent committee on art selects prints of art masterpieces from the New York City museums each month, to be hung in the halls of the school. There are pictures to interest children of all ages from the kindergarten thru the seventh grade and always one selection of particular interest to the teachers. Above the oak paneling and bookcases in the school library is a colorful frieze painted by an artist of the community. This frieze depicts characters well known in children's literature. The children of the school chose their favorite stories in folk and fairy tales to be depicted.

Another way in which children help to create beauty in the schools is thru their flower show in the school gymnasium each spring and thru decorating one of the Christmas trees at the holiday season. Each year at Christmas time Daniel Webster has two trees—one is decorated with thought as to color scheme, with ornaments bought from the stores. The other, which stands in the central foyer of the school and reaches to the ceiling, is the children's Christmas tree. Every child in school helps to make the paper decorations and to place them on the tree. To the eyes of the artistic person the tree isn't always all that could be desired; but in the eyes of the children it is the loveliest tree in the world. They never grow tired of admiring it or pointing out their own ornament. Carols are always sung around this tree by individual classes for the enjoyment of others. Parents and friends are brought to see the tree.

*Every Child Counts*

Mr. Baker was completely absorbed with the development of the whole child. He knew each boy and girl in school by name. Children likened him in their writings to their fathers, because they felt he was particularly interested in them. He was interested in their spiritual, moral, esthetic, emotional, and physical welfare, as well as their intellectual growth. With him they felt secure and confident. They knew that they really counted as persons from the day they first entered Daniel Webster School. One year, just about Christmas time, a little boy from Czechoslovakia, who spoke no English whatever, was registered by his parents for the kindergarten. Mr. Baker took them there and introduced the boy and his parents to the teacher and the children in the room. They were singing a Christmas carol and immediately Mr. Baker asked the parents if the boy could sing the words in his native tongue. They spoke to the boy who looked up at Mr. Baker and then joined the children in "O Tannenbaum." Eight years later as the boy was leaving Daniel Webster School his father wrote Mr. Baker and told him how this simple incident had made the boy, and they as parents, feel at home at once in Daniel Webster School and that they had never lost that feeling for the school and its understanding principal.

The children instinctively loved him and responded to his innate kindness and goodness. It was not unusual to see him walking thru the halls with half a dozen small children hanging on to him. When he went to their homes for dinner, as he often did, it was a rare treat for everyone in the family. He was a good friend, into whose lap a small child could climb to hear a choice fairy tale or a bit of poetry.

One fourth-grade boy wrote of him:

I remember Mr. Baker playing with the children before the bell rang. He used to pick up the small children and start laughing. Mr. Baker was a jolly man. We couldn't have had a nicer principal than Mr. Baker. In some schools the children don't like their principals because he treats them bad. We all loved him and still do. Very few of us will ever forget him and his kind words.—Tommy Tranquillo, Grade IV

With all the love and understanding that he gave children he never failed to let them know that he knew they could be fine persons and he expected it of them. Consequently they strove to live up to his expectations of them. An editorial in the local newspaper said:

Dr. Baker had unique and progressive ideas and sought to put them into practice. He did not seek to revolutionize the school, but to introduce whatever changes he thought advisable, thru the medium of steady progress on the basis of thoro study. His was the kind of school that the children who attended it will long remember for the unusual way in which their interest was aroused, their education promoted, and their lives enriched in the earliest years of their schooling. His loss is immeasurable to his family, his friends, his school, and his community.

To stimulate more interest in world affairs and the world about them Mr. Baker would often question the children informally as younger equals. It gave them a feeling of great pride and satisfaction to impart their knowledge to him, and learning became more fun to them.

To aid creative thinking was his strong desire, and his willingness to listen to poems or articles written by children encouraged many of them. Always constructively critical, he gave the child the feeling that his work had real merit and that he appreciated their confiding in him. Their scripts for broadcasts were often brought to him for criticism and comment, and his suggestions were always graciously accepted. Articles for the local newspaper were shared with him before they were taken to the editor.

### *Children Help in Planning*

Children and teachers participate in a democratic way of living at Daniel Webster School. The student council, known as the Betterment League, is made up of student representatives from the third thru the seventh grades. Each class elects its own representatives and the council meets twice a month. They elect their own officers and conduct their own meetings. School problems are discussed and the representatives are guided to their own conclusions thru occasional suggestions. The Betterment League is their own organization and

not one run by the principal. Mr. Baker was a quiet observer who listened and spoke when requested. The children know that it is their



*Public schools, Des Moines, Iowa*

*Birds, trees, and flowers are watched thru the changing seasons.*

own council and that the responsibility of making decisions is their own. The guides to living at Daniel Webster School and the bicycle rules were a result of many deliberations on the part of the council.

Cooperative enterprises have always been encouraged because they develop qualities in a child's life which other activities fail to do. The school newspaper, "Web-Stirrings" is a fine example of the art of working together. Broadcasts over the school radio develop the pupil's ability to appeal to others for contributions; selection of articles by a committee develops discriminating taste; art work is an outlet for some who have talent in that field; the preparation of the dummy, proofreading, mimeographing, assembly of the paper, and the delivery to classrooms—all help to utilize the talents of all students in a class. The apportionment of the various jobs reveals a sense of fairness and responsibility in all.

Parents and children share in a common cause over and over in the Daniel Webster child's life. During the recent world conflict war bonds and stamps were sold each Tuesday and Friday by the children of the two fourth grades. Mothers cooperated in the activity and came to the school on a regular schedule to assist the children with the sale and report of the day's total, which was taken to each class by the students assigned to the booths for that day. The enthusiasm of the entire school ran high thruout the campaign.

### *Generosity Is Encouraged*

Students of the school are encouraged to be generous and thoughtful of others. The Junior Red Cross gives constant attention to the needs of others. In time of disaster in other parts of the country the appeal for food and clothes brings quick response from children who are willing to share with others. The donation of clothing and money for the people of the mother city—La Rochelle, France—was unusually generous because of the way Mr. Baker presented the plea over the school radio. A "Treasure Chest of Books" for a school in England with which the children have had contact since the start of the war was enthusiastically filled and sent off. At Thanksgiving and Christmas time canned goods, fruits, and jellies are brought in for the Salvation Army, the Day Nursery, and the Colburn Home. One class visits the home for the aged near the school once a year and presents a musical program for their enjoyment.

Flowers for Mr. Baker during his illness were frequently brought

to the school office by children, to be taken to him at the hospital. One day a first-grade teacher was arranging a bouquet which was intended for Mr. Baker. The children watched with great interest and when it was finished several children remarked, "Oh, that will make Mr. Baker feel better, it is so pretty."

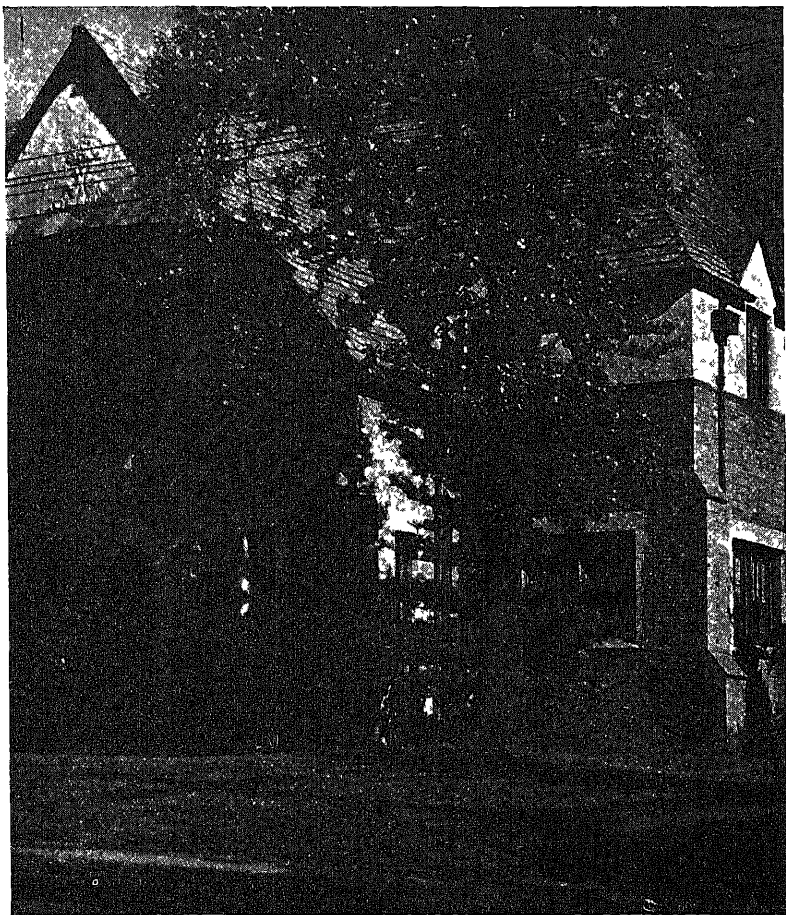
Many times parent teas and school activities require cookies and cakes to be made in the home arts room. When younger children must do the cooking older students from the sixth and seventh grades willingly give up other activities in order to assist the younger children in the work. To help one another is a maxim of the school; it begins in the kindergarten and carries thru the entire school life

### *Parents Come Often to School*

Daniel Webster School's closing exercises are illustrative of the truly democratic life of the school, where children and adults of all races, creeds, and color come together to work and play in real harmony and brotherly love. These closing exercises mark the end of the child's work in the elementary school. Giving cognizance to the fact that the entire faculty of the school, as well as the child's father and mother have had a share in guiding these children thru these years, Mr. Baker always desired that both the home and the school participate actively in this event and the type of program designed was one in which such participation could take place

The first part of the program consists of a supper which is prepared by the students of the two seventh grades, their parents, and the teaching and custodial staff of the school. Parents receive a letter telling of the plans and asking if they will assist with the preparation of the food. The parents and the students, under the supervision of the home arts teacher, spend two days in the home economics room of the school making preparations. Parents help with setting the tables and with the decorations in the gymnasium where the supper is served. Prior to the recent war the supper was a picnic supper with the food cooked on outside grills in a picnic grove about ten miles from school. The evening of the program parents and children are seated at long tables and the entire group of teachers serve the guests. Before the dinner fathers and sons often play games out on the school





*Daniel Webster School, New Rochelle, New York; Bert Lewis photograph*

*The elementary school is the people's school. More than any other institution it provides a common background for living.*

playground. After the supper a short program is given in which all the seventh-grade students participate.

Each parent is urged to attend; fathers especially are urged to leave business early just once, for, wrote Mr. Baker:

Tho this may inconvenience some busy fathers, it is only once in a lifetime that a child completes elementary school and father is asked to remember this. Your child will remember it if father isn't present.

Such a letter, relayed by a twelve-year-old daughter to her busy father, who was married a second time and living in Chicago, brought him a thousand miles to be present at the supper with his child.

Mr. Baker was truly concerned about the spirits of children, and parents were forever grateful to him for that. Evidence of this may be seen in the following excerpts from letters received at the school after Mr. Baker's death:

How can one venture to put into words the "spiritual values" received from Harold Baker? One would have to be a poet to even attempt that. But to have known him, as I have, these many years, to have worked with, observed and been guided by his great understanding of my children and of all children, to have known his great love for nature, and his deep appreciation of the beauty in the world, must certainly make one aware of the fact that such a gift bestowed upon man must surely have sprung from a higher Being. One man, able to live such a complete life of understanding, courage, and faith, and able to impart that teaching to old and young alike, must himself have been the possessor of great spiritual values, which have made the knowing of him a blessing to all who chanced his way.

To few of us have been given the gift to understand and live in a child's world; those who are so privileged earn the gratitude and love of our children and Dr. Baker was one of these. Many of us knew this when he was living, but his loss has more profoundly emphasized the role he played in the lives of the children. We miss him, but our children miss him more. He was their friend and one who insisted on living and working on their level and in their world, and so guided them as only a mature intelligence can. If one wants to understand how much we lost in Dr. Baker, talk to the children, whose friend he was.

*The teacher . . . gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.*

—KAHLIL GIBRAN, *The Prophet*

# Chapter VIII

## LOOKING FOR SPIRITUAL VALUES: A SUMMARY AND INTERPRETATION

- ONE who looks for spiritual values must look deeply.
- A visitor sees a child watering plants in the classroom; little children usually welcome such classroom duties. But many different conditions can underlie the performance. If caring for the plants is a privilege given to a favored pupil by the teacher, there is little spiritual value in the action. If the child has been elected "gardener" by his classmates and has real responsibility for the plants, then his care for them can be a phase of growth in civic loyalty and pride for the entire class.

The difference is in the way the thing is done.

Many typical elementary-school experiences can build spiritual values if the leaders of the groups of learners are consciously working toward that end. Since the school is only one of the value-building influences in a child's life, there is need for a cooperative understanding by the school and other agencies in developing the different experiences that will help the child to grow daily toward higher levels of good living.

This closing chapter was written by Glenn E. Barnett, assistant secretary of the Educational Policies Commission, at the request of the Editorial Committee. He brought to the task a background of experience in work on the Commission's forthcoming report, *Education for All American Children*. In preparing this summary and interpretation of the yearbook, he has earned the gratitude of the Editorial Committee and the Department.



*Public schools, Des Moines, Iowa*

*Every act shows something of the values that have been built within.*

# *Looking for Spiritual Values: A Summary and Interpretation*

By GLENN E. BARNETT

*Assistant Secretary, Educational Policies Commission,  
National Education Association, Washington, D.C.*

A DELIGHTFUL little poem by Christina Rossetti, entitled "Who Has Seen the Wind?", reads:

Who has seen the wind?  
Neither I nor you:  
But when the leaves hang trembling  
The wind is passing thru.

Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads  
The wind is passing by.<sup>1</sup>

In a sense the editors of this yearbook paraphrased the question of the poem and asked of elementary school principals thruout the nation, "Who has seen the spirits of children?" and the answer, even as in the poem, was, "We have not seen the spirits of children, but we have seen children listening, responding, acting—the outward demonstrations of the spiritual values within."

## *A Wide Range of Experiences Includes Spiritual Values*

Thruout the reports in the preceding pages the principals have written: "The children in our elementary schools have many experiences which develop spiritual values. They are growing in respect for human worth, in appreciation and desire for the finer things of life, in the acceptance of responsibility directed toward the common good, and in the desire to make themselves better persons."

*Human worth*—The dignity of man and his worth as an individual is the spiritual basis of all man-to-man relations. How children work

<sup>1</sup> National Education Association *American Citizens Handbook*. Washington, D C the Association. 1946 p. 492

with each other in school regardless of nationality, color, creed, or position determines to a large extent the level at which they will live in the community of man.

Elementary schools are giving children of all backgrounds opportunities to live with children of other cultures: Chinese, Japanese, Filipinos, Indian, Hawaiian, Mexican, Negro, white, Catholic, Jew, and Protestant. And as they live together children learn to accept people for what they are and what they can do. Such opportunities may come in sharing with others—"Shoes, shoes, shoes, What can we do?";<sup>2</sup> in learning the customs of other groups—"This Mexican Christmas celebration seemed to be a natural observance for this school";<sup>3</sup> at parties for boys and girls—"Parties without tears";<sup>4</sup> or in learning in the everyday work of the school—"The usual school program with work periods and discussion periods, under the guidance of a good teacher who sees every situation permeated with moral and spiritual growth possibilities, contributes most."<sup>5</sup>

The values which children place on mankind are spiritual values and they are formed in elementary schools as children work with each other day by day.

*The finer things*—Man's search for "acres of diamonds"<sup>6</sup> can still be consummated in his own back yard. Things which hold the greatest possibilities of real life enrichment are frequently more easily within reach than are the empty things for which so many men strive. Beauty is all around for those who have eyes to see, creative activities await at every hand for those who understand that everyday tasks fit into a great pattern of human endeavor.

Elementary-school children today are experiencing firsthand the worthwhile things which make living rich. Singing together—"The 'sing' makes one forget the week end",<sup>7</sup> marveling at the patterns of nature—"the airy and minute seeds of the huge cottonwood tree, the strata in a stone, the delicate pattern of a butterfly wing";<sup>8</sup> appre-

<sup>2</sup> "The Elves and the Shoemaker," Haines, p. 188

<sup>3</sup> "Las Posadas," Mette and White, p. 103

<sup>4</sup> "What Values Shall We Cherish?" Wagner, p. 201

<sup>5</sup> "Schools of a Great City Seek Spiritual Values," Pixley and others, p. 131

<sup>6</sup> Conwell, Russell *Acres of Diamonds*, New York Harper, 1915 181 p

<sup>7</sup> "Clearing the School Atmosphere for Spiritual Release," May, p. 57.

<sup>8</sup> "Whatever the Weather," Steele, p. 166.

ciating the beautiful—"Classes go to the lake frequently . . . for sheer enjoyment of its beauty";<sup>9</sup> learning that their own world is filled with good things—"The positive aspects of rural life";<sup>10</sup> sharing in joint endeavor on a creative activity—"I painted the ocean" in the class frieze;<sup>11</sup> and joining in thankfulness—"The simple program was by the children entirely—the Hundredth Psalm by a classroom verse choir, the story of the Pilgrims and the first Thanksgiving by a group then studying that period of history, reminders of things for which to be thankful by a group of the youngest children, Handel's 'Largo' by the choir, the usual Thanksgiving contribution to the Old Folks' Home in the neighborhood, and two or three Thanksgiving hymns";<sup>12</sup> these are only a few of the activities in which children learn to share in durable satisfactions that represent human inspiration and aspiration at their best, to experience for themselves the lift of the spirit that comes in responding to beauty, in creating the beautiful, and in reverential gratitude for our daily blessings of life

*The common good*—Men of goodwill, the goal of civilization for centuries, are willing to act on the belief that the best life for each is the best life for all. In our times this goal has come to mean not only working for the best life for all, but, in fact, working so that we may continue to live.

The elementary school gives the child his first real opportunity to work in a world of persons who are his equals. Here, in most cases, for the first time children discover what the common good really means. They learn that each must contribute to the common task as he is able—"I can't read like you so I can't tell you anything about what I read, but I have brought some beautiful pictures which I'll talk about";<sup>13</sup> that each must cooperatively work for the best for all—"A careful study had been made in this school of responsibilities especially suitable for each age level";<sup>14</sup> that even humble service is worthwhile—"Members of the Milk Service Corps recently were

<sup>9</sup> "Spiritual Values at the Daniel Webster School," p. 231.

<sup>10</sup> "Building Esprit de Corps in a Rural School," Brown, p. 29.

<sup>11</sup> "Painting a Frieze and Building Spiritual Values," Neagley, p. 108.

<sup>12</sup> "Clearing the School Atmosphere for Spiritual Release," May, p. 59.

<sup>13</sup> "Living at High Levels in a Large City System," Kennedy, p. 150.

<sup>14</sup> "Building from Within," Stains, p. 78.

honored";<sup>15</sup> and that each can do something—as a little girl said, "People do much more for each other at camp."<sup>16</sup>

The whole venture of living together gives elementary-school pupils their first continuing opportunity to become real persons of goodwill, discharging the duties of responsible citizens in a world of their peers.

*A better self*—The attitudes and habits each person possesses are fundamental to the determination of the kind of a life he will lead. The child who is becoming increasingly brave and trustworthy, and is growing in self-control and in respect for others, for example, is approaching the abundant life. To grow into the best person he can become, an individual must be sensitive to his own strength and weakness and be striving to improve. Children in elementary schools have many opportunities to know themselves and to grow as their needs indicate. Sometimes these experiences come under the school's carefully planned guidance—"Seventh-grade pupils study the topic, 'Understanding Myself'."<sup>17</sup> Oftentimes children get help from others—"Let's tell him all the good things we like about him";<sup>18</sup> and at other times from principals—"I didn't mind coming to your office. In fact I wanted to come because you are the only person who ever sees some good in me."<sup>19</sup> Children may learn to make amends for mistakes—"Their remedy was . . . to go to Richard's home to talk it over with him and apologize if it seemed best."<sup>20</sup> Children come to know themselves thru gaining insight into their own personal reactions—"The captain's own victory over himself."<sup>21</sup>

Elementary schools attempt to give children many opportunities to live so that the better qualities of personalities become habitual patterns for action.

### *Characteristics of Learning Experiences in Building Spiritual Values*

Even tho the experiences in this book are as widely varied as could

<sup>15</sup> "Adventuring in Spiritual Development," Green, p. 39.

<sup>16</sup> "Light on Today's Children," Snyder, p. 162.

<sup>17</sup> "Creating a Friendly School," Lewis, p. 50.

<sup>18</sup> "Teachers Think Together About Spiritual Values," Bucks County Teachers Forum, p. 138.

<sup>19</sup> "Spiritual Values That Haunt the Memory," p. 181.

<sup>20</sup> "Toward Inner Stability," Othmer, p. 65.

<sup>21</sup> "Toward Inner Stability," Othmer, p. 67.



be brought together under a single topic, they do have a great many common characteristics. They are in most cases learnings which take place along with others. They grow in meaning as the adults in the situation understand and guide them. They are present as potentials in all elementary schools and they vary from child to child and from situation to situation.

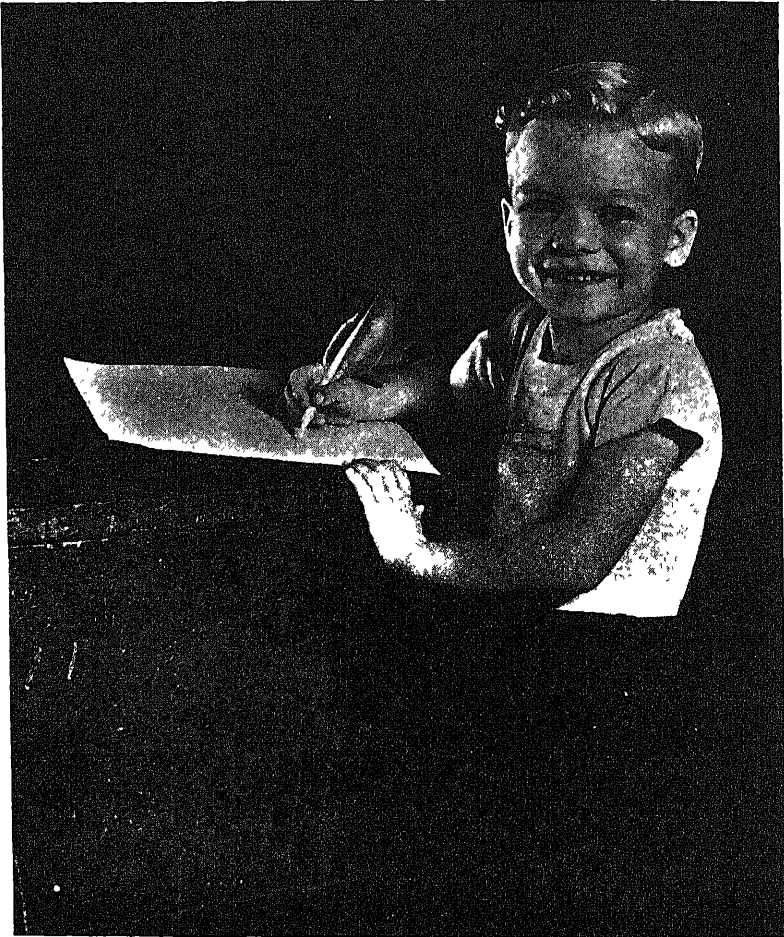
*Simultaneous learnings*—One of the most common characteristics of the activities represented in this book is that they are described in terms of a related activity which was in progress. For the most part there was no scheduled spot or plan for developing any spiritual value. The values themselves were developing as they were being used. Because of their foundation in actuality, these values are especially meaningful in the education of the whole child.

*Conscious guidance*—Growth of these values cannot be properly left to chance. While methods and amounts of their development cannot be prescribed, they must be understood as learnings which take place as opportunities are seen and used. This is not teaching by tacking a moral at the end of a reading selection, nor is it a matter of values being "caught" incidentally. It is instead the actual development of foundations of thinking and doing as situations are seen in their true meaning. If the school is to provide optimum growth for children the staff must have a keen sensitivity to and personal experience with spiritual values.

*Experiences typical of general elementary education*—One contributor wrote simply that spiritual values in elementary schools depend upon *how* things are done. Of course certain things have more of the potential "how" than others, but in most cases it is the way an experience is carried forward which makes it consequential in building values. Elementary schools need not manufacture situations in which spiritual values may develop, they need only to make the best use of the ones which are there.

*Variations in application*—Experiences similar to the ones in this book which have been reported as rich in spiritual values for the children involved have been in other schools simply passed over as meaning no more than two plus two equal four. No situation, how-

ever, can be expected to bring the same sort of value development to any two children. Nor would a perfect repetition of a given situation bring the same development at another time in the same child. The value-building importance of a given experience differs according to the level and maturity of the individual, and according to the people, things, and experiences that are a part of his environment.



*Public schools, Des Moines, Iowa*

*Elementary-school children today are experiencing firsthand the worthwhile things which make living rich.*

*Developing Spiritual Values a Cooperative Effort*

The elementary school does not work alone in the effort to elevate the level of children's living. It is one of several institutions that operate in this wide and extremely important area. Each of these institutions makes a contribution to the larger purpose.

*Contribution of the elementary school*—The elementary school in the United States is the people's school. More than any other institution it provides a common background for their living. It must of necessity, therefore, offer only those common experiences which all members of society agree are suitable for their children. The spiritual values which it does help to develop are closely akin to the teachings which Lewis Browne brought together for his book, *The World's Great Scriptures*.<sup>22</sup> In the preface he writes:

There are . . . at least three aspects to every great religion: faith, hope, and charity. Faith is the theology, hope is the ritual, and charity is the ethics. In choosing my selections, however, I have deliberately concentrated on the third. . . . Here is the reason. What we need is a keener awareness of the kinship between all religions, and nowhere is this kinship so marked as on the ethical level. Men may differ grossly in what and how they worship, but not in what and how they believe they should behave.

This is the area in which the compilers of this yearbook believe the elementary school should operate. They believe that the elementary school by choosing this area and not the other two, neither side-steps responsibility nor negates the importance of the others.

*An Inescapable Responsibility*

All elementary-school children in all elementary schools are each day building the values which will govern their lives, present and future. The values each will build into his own code are dependent on his thinking, feeling, and acting each moment of his time. The development is a continuous process—the nature of the growth is constantly being influenced by the climate of living provided by the elementary school.

<sup>22</sup> Browne, Lewis. *The World's Great Scriptures*. New York: Macmillan, 1946. p. xiv-xv.

To meet this responsibility this volume does not suggest the addition of a new subject in the curriculum. That would not be enough. What is suggested is something far more valuable to children. The yearbook places spiritual values in central focus as one of the basic aims to which the elementary school must give constant attention and which it must unfailingly help children to attain. It will demand of all adults who work with children much more than the hearing of lessons and the safeguarding of physical welfare. To grow into larger selves, children must be guided by great-hearted people who themselves have had rich experiences and have acquired the skill and insight to guide children toward opportunities for spiritual growth.

We have not seen the spirits of children but we realize that their every act shows something of the values which they have built within. No, we have not seen the spirits of children, but we know that they too come to school, and that the school must meet them worthily.

*Ours is the responsibility of conserving, transmitting, rectifying, and expanding the heritage of values we have received that those who come after us may receive it more solid and secure, more widely accessible, and more generously shared than we have received it. . . . We who now live are parts of a humanity that extends into the remote past, a humanity that has interacted with nature. The things in civilization we most prize are not of ourselves. They exist by grace of the doings and sufferings of the continuous human community in which we are a link. . . . Loyalty to whatever in the established environment makes a life of excellence possible is the beginning of all progress. The best we can accomplish for posterity is to transmit unimpaired and with some increment of meaning the environment that makes it possible to maintain the habits of decent and refined life. . . . Our individual habits are links in forming the endless chain of humanity. . . . Formation of ideas as well as their execution depends on habit. . . . Our idealizations . . . can be carried thru only when the hard labor of observation, memory, and foresight weds the vision of imagination to the organized efficiencies of habit.*

—JOHN DEWEY, *A Common Faith, and Human Nature and Conduct*

## SELECTED REFERENCES

1. BALTIMORE PUBLIC SCHOOLS, CHARACTER EDUCATION COMMITTEE. "The Character Education Program in the Baltimore Public Schools." *Baltimore Bulletin of Education* 23: 41-46; November-December 1945.
2. BRUBACHER, JOHN S., editor. *The Public Schools and Spiritual Values*. John Dewey Society. Seventh Yearbook. New York. Harper and Brothers, 1944. 222 p.
3. ELDRED, ARVIE, editor. "Spiritual Values." *New York State Education* 33: 528-45; April 1946.
4. GEORGIADY, ALEXANDER. "Opportunities for the Development of Spiritual Values in the Reading Program." *Elementary School Journal* 46: 437-40; April 1946.
5. LOS ANGELES CITY SCHOOLS. *Moral and Spiritual Values in Education*. Los Angeles City Schools Publication No. 402. Los Angeles: the Schools, 1945. 111 p.
6. MILLER, CARL G. "Priority A-1 for Teaching Character." Editorial. *Education* 66: 537; April 1946.
7. PERRY, RALPH BARTON. *One World in the Making*. New York: A. A. Wyn (67 West 44th Street), 1945. 275 p.
8. SPALDING, HOWARD G. "Education and the Crisis in Character." *School and Society* 65: 217-20; March 29, 1947.
9. THAYER, V. T. *Religion in Public Education*. New York. Viking Press, 1945. Chapter 9, "The School and Character Education," p. 163-98.

Copies of the publications listed under "Selected References" may be ordered from their publishers; they are not available from the Department of Elementary School Principals.

## AVAILABLE YEARBOOKS OF THE DEPARTMENT

*Studies in the Elementary School Principalship*. Fifth Yearbook, 1926. 300 p. \$1.00.

*Projects in Supervision*. Sixth Yearbook, 1927. 260 p. \$1.00.

*The Elementary School Principalship*. (Report of the Committee on Standards and Training.) Seventh Yearbook, 1928. 510 p. \$1.00

*Activities of the Principal*. Eighth Yearbook, 1929. 400 p. \$1.00.

*The Principal and Administration*. Ninth Yearbook, 1930. 603 p. \$1.00.

*The Principal and Supervision*. Tenth Yearbook, 1931. 524 p. \$1.00.

- Personality Adjustment of the Elementary School Child*. Fifteenth Yearbook, 1936. 448 p. \$1.50.
- Appraising the Elementary School Program*. Sixteenth Yearbook, 1937. 431 p. \$1.50.
- Newer Practises in Reading in the Elementary School*. Seventeenth Yearbook, 1938. 480 p. \$1.50.
- Enriching the Curriculum for the Elementary School Child*. Eighteenth Yearbook, 1939. 480 p. \$1.50.
- Meeting Special Needs of the Individual Child*. Nineteenth Yearbook, 1940. 508 p. \$2.00.
- Language Arts in the Elementary School*. Twentieth Yearbook, 1941. 447 p. \$2.00.
- In-Service Growth of School Personnel*. Twenty-First Yearbook, 1942. 352 p. \$2.00.
- Elementary Schools: The Frontline of Democracy*. Twenty-Second Yearbook, 1943. 351 p. \$2.00.
- Creative Schools*. Twenty-Third Yearbook, 1944. 320 p. \$2.00.
- Community Living and the Elementary School*. Twenty-Fourth Yearbook, 1945. 352 p. \$2.00.
- Learning World Goodwill in the Elementary School*. Twenty-Fifth Yearbook, 1946. 368 p. \$2.00.
- Spiritual Values in the Elementary School*. Twenty-Sixth Yearbook, 1947. 352 p. \$2.00.

## SPECIAL BULLETINS OF THE DEPARTMENT

- Radio and the Classroom*. 1941. 98 p. 75¢.
- How To Know and How To Use Your Community*. 1942. 80 p. 75¢.
- The Elementary School Principal Plans for Safe Living*. 1945. 24 p. 30¢.
- Teachers and Children Plan for Safe Living*. 1945. 24 p. 30¢.
- Elementary School Buildings*. 1946. 48 p. 35¢.
- The Role of Speech in the Elementary School*. 1946. 120 p. \$1.00. (No discounts allowed on this bulletin)
- The Elementary School Principalship—Planning the Future*. 1945. 16 p. Free.
- And Proudly Serve—as a Principal*. 1947. 16 p. Free.

On the yearbooks and special bulletins published by the Department discounts are given for more than one copy of the same publication, as follows: 2-9 copies, 10 percent; 10-99 copies, 25 per cent; 100 copies or more,  $33\frac{1}{3}$  percent. Order from the Department of Elementary School Principals, 1201 Sixteenth Street, Northwest, Washington 6, D.C.

## RECORDS AND INFORMATION

THIS SECTION of the yearbook presents the membership list of the Department of Elementary School Principals of the National Education Association and a directory of state, sectional, and local associations of elementary-school principals.

The list of members is arranged alphabetically by states, with symbols used to identify the life members and those who serve as local, district, and state representatives of the Department. This membership list of 8931 names, including 346 life members, is indeed the "Who's Who" for elementary-school principals.

In June 1947 there were 830 members more than the year before; the total number of members is the largest in the history of the Department. Membership had increased 15 percent or more during the year in the following states, listed in order of rank: Mississippi, Tennessee, Alabama, Kentucky, New Hampshire, South Carolina, Wisconsin, New Mexico, Maryland, Minnesota, Oklahoma, Iowa, and Louisiana. In the first four states listed the increases amounted to more than 40 percent.

The three lists of professional organizations for elementary-school principals include 43 state associations; 123 sectional organizations (for counties and other regional district); and 129 local associations. The information is as complete as could be obtained. All organizations of elementary principals are urged to supply the corresponding information regularly for inclusion in future yearbooks.

For more than twenty years the NEA Department of Elementary School Principals has set forth the vital, challenging goals of the principalship. The time has come for a nationwide program of action designed to raise the professional status of principals. Everywhere, thru local and state groups, they must seek to develop the legislation, salaries, qualifications, and duties that are appropriate to the principalship of the present and the years immediately ahead.

EVA G. PINKSTON, *Executive Secretary*

# List of Members, 1946-1947

THIS LIST of the current membership of *The Department of Elementary School Principals* is correct to June 1, 1947. Identifying symbols are used as follows:

† Life members of the Department

\*\* State representatives of the Department

\* City, county, and district representatives of the Department

§ Members during the year who are now deceased

## ALABAMA

- Allen, Edith, 203 Choccolocco, Oxford  
 Anderson, Vera, Altamont Apts., Birmingham 5  
 Ansley, Foster, 2408 N 12th Ave., Birmingham 3  
 Attebery, J. S., Crichton  
 Baggett, Mrs. Dorothy K., Cottage Hill School, Montgomery 6  
 Baughman, Mattie, Rt 8, Box 394, Birmingham 8  
 Becton, Mrs. Lillian, 1017 Houston St., Mobile 19  
 Belser, Birdie, 103 N Lewis St., Montgomery 7  
 †Booker, R. L., 1138 Gorgas, Mobile 20  
 Brooks, Annie L., 38 N Monterey St., Mobile  
 Brown, Eura, 861 Walnut St., Gadsden  
 Brown, Gregory B., Jr., 5117 S Seventh Ct., Birmingham 6  
 Brown, Mrs. Katherine O., 1615 Arlington Ave., Bessemer  
 Bryant, Mrs. Fred B., 2025 Leighton Ave., Anniston  
 Callaway, Myrtle, 4233 Seventh Ave N., Birmingham 6  
 Campbell, T. J., N. Fourth St., Attalla  
 Carlisle, Mrs. Cecil A., 1616 Wellington Rd., Homewood  
 Carson, Lois, 2210 Walnut Ave., Anniston  
 Carter, Mrs. Letitia E., Box 273, Tuskegee Institute  
 Cobb, James I., George Washington Carver School, Bessemer  
 Collum, William E., Powell School, Birmingham 4  
 Combs, Pauline H., 616 S. 51st St., Birmingham 6  
 Cope, Lela, 114 River Falls St., Andalusia  
 Cox, George D., 2620 N 35th Ave., Birmingham  
 Crawford, Gordon, Box 97, Winfield  
 DeVan, Mrs. Katherine C., Arlington School, Mobile  
 Deyampert, J. W., 2647 Pike Rd., Birmingham 8  
 Dillon, Elsie H., Lee School, Birmingham 7  
 Dockery, Mrs. Christine H., 1225 16th Ave., Tuscaloosa  
 Dowe, Marguerite, LaFayette School, Montgomery  
 Farley, Mrs. Charles R., Hewitt School, Trussville  
 Farr, Osborne A., 1415 Graymont Ave., Birmingham  
 Florence, Miss Willie, 930 21st Ave W., Birmingham 4  
 Folis, Hattie, 3013 Ave F, Ensley, Birmingham  
 Ford, Mrs. Gordon A., 2500 N 19th Ave., Birmingham  
 Frazier, Mrs. M. K., Tuskegee  
 Fuller, Mrs. Thomas, 616 S 51st St., Birmingham 6  
 Gibson, W. Van Buren, Elementary School, East Tallassee  
 Giles, Thomas M., West Blocton  
 Glaze, Frank H., Minor School, Birmingham 8  
 Goar, Marie, 330 W Tenth Ave., Birmingham 4  
 Goin, L. U., 1011 Eighth Ave N., Birmingham 4  
 Gray, M. P., 3121 Onerton Dr., Homewood  
 Hall, William R., Holman School, Birmingham 6  
 Hanes, Margaret, 4616 13th Ave. N., Birmingham  
 Harvey, Mrs. Thomas C., 601 E Vine St., Decatur  
 Havens, A. H., 53 Osage St., Mobile  
 Head, A. L., Garden City  
 Hicks, Mrs. Ludie Cowden, Rt 1, Remlap  
 †Hull, R. Voyt, Martin School, Birmingham 4  
 Holland, Preuit I., Rt 3, Box 200, Birmingham  
 Honea, J. L., Piedmont  
 Hopper, Jessie, 109 S Grove St., Huntsville  
 Huntley, Mrs. Minnow M., 8 N. Monterey St., Mobile 17  
 Johnson, Robert C., Lincoln School, Birmingham 4  
 Johnson, Robert H., Jr., 2850 Potter Dr., Mobile 18  
 \*\*Johnston, Robert C., 2030 Magnolia Ave S., Birmingham 5  
 Jones, Mrs. Laura N., Children's House, Box 157, Tuskegee Institute  
 Jones, Lenore, 1606 Monterey Pl., Mobile 19  
 Kelly, Fred L., 3925 S Eighth Ct., Birmingham 6  
 Knight, L. H., 501 Winona Ave., Montgomery 7  
 Koenig, Emma, 2725 Hanover Circle, Birmingham 5  
 Laird, J. M., Box 398, Prichard  
 \*Lamberson, Lottie, 421 Eustis St., Huntsville  
 Landers, Dr. E. J., State Teachers College, Jacksonville  
 Malone, P. W., Prichard  
 Marona, Mildred A., Rt 1, Alabama City  
 Matherson, Wayman C., 412 Tenth Ave N., Birmingham 4  
 McFaden, Mrs. Elizabeth, 204 Augusta Ave., Montgomery 6  
 Mersereau, Sara M., Irvington School, Irvington  
 Ming, Nannie, Elementary School, Union Springs  
 Moore, A. C., Supt of Schools, Atmore  
 Moore, Mrs. J. W., Stafford School, Tuscaloosa  
 Moore, William J., 2015 26th Ave. N., Birmingham 7  
 Morris, Mrs. Elizabeth, Turnerville School, Plateau



Morrow, G. C., Moore School, Birmingham  
 Murphree, Mrs. Myra B., Elementary School, Prattville  
 Norton, H. B., Robinson School, Birmingham  
 \*Nungester, Frances, 312 Church St., Decatur  
 Obenchain, Dr. I. R., Henley School, Birmingham  
 Parton, Daisy, Box 1882, University  
 Peterson, Mrs. Charlotte, Laboratory School, Alabama College, Montevallo  
 Phillips, Cleyborne B., Blountsville  
 Phillips, Walter M., 555 Charles St., Mobile 20  
 Pogue, James V., Gibson School, Birmingham  
 Price, N. H., 300 Sixth St. S. W., Birmingham  
 Pruett, Maude, Boaz  
 Reagan, William A., 1736 26th St., Fairview, Birmingham  
 Reynolds, Mrs. Nellie Dunn, 614 22nd Ave., Tuscaloosa  
 †Richards, Henry G., 733 N. Wood Ave., Florence  
 Riley, D. M., Rt. 5, Box 184, Bessemer  
 Roberts, Iola, Avondale Mills School, Box 73, Pell City  
 \*Rouse, Mrs. Lily P., 354 Flint St., Mobile  
 Sapp, Ella F., 1511 Fourth Ave., Bessemer  
 Sartor, Mrs. Minnie F., Rt. 5, Box 119, Birmingham 6  
 Scott, Mrs. Herman, 2300 Glendale Gardens, Tuscaloosa  
 †Sheffield, Mrs. Frances L., 10 N. Ann St., Mobile  
 Showalter, Dr. B. R., Prof. of Educ., Alabama Polytechnic Institute, Auburn  
 \*Snoddy, W. T., 1724 31st Ave. N., Birmingham 4  
 Sparks, H. Claxton, Inglenook School, Birmingham 7  
 Stephens, Annie M., Siluria  
 Stroud, Mrs. Ella M., 3904 36th Ave. N., Birmingham 7  
 Sullivan, S. W., Lane School, Birmingham 3  
 \*Tuggle, Pearl Stewart, 1521 42nd St., Birmingham 8  
 Turnham, Mrs. Esther C., 13 N. 80th St., Birmingham 6  
 Underwood, C. Price, 7830 Third Ave. S., Birmingham 6  
 Vaughan, Joseph T., 2008 S. 21st Ave., Birmingham 5  
 Vines, Mrs. Ruth M., 351 S. Jackson St., Montgomery 5  
 Whatley, Maude I., Central School, Tuscaloosa  
 Wheatley, Lucy J., Rt. 2, Brent  
 †Williams, J. D., 5708 Sixth Ave. S., Birmingham  
 Williams, Jacob T., West Gadsden School, Alabama City  
 Willis, Noah E., Cameron School, Birmingham 5  
 Wood, C. R., Dean, State Teachers College, Jacksonville  
 Woodall, Mrs. J. B., 308 S. Greene St., Huntsville  
 Woods, Mrs. Jessie F., Junior High School, Huntsville

## ARIZONA

Adams, L. S., Horace Mann School, Bisbee  
 Aldridge, Aubrey C., 14 N. 13th St., Phoenix  
 Ashe, John L., Supt. of Schools, Gila Bend  
 Bailey, Lucile, 2140 E. Virginia, Phoenix  
 Ballfinch, Loy, 420 E. Fourth St., Tucson  
 Barr, Gordon, Rt. 12, Box 400, Phoenix  
 Barry, John H., Supt. of Schools, Maricopa Co., Phoenix  
 Benedict, Franklin J., Supt. of Schools, Benson  
 Bowie, Arthur J., Supt. of Schools, Williams  
 \*Bradford, H. Frank, 314 W. Lewis, Phoenix  
 \*Brumhall, E. R., 253 E. Second Ave., Mesa  
 Burr, Rollin D., 2034 E. Mabel St., Tucson

Caldwell, Mrs. Alice K., 1496 E. McKinley, Phoenix  
 Carlisle, O. I., Somerton  
 Case, Maurice, Box 1476, Miami  
 \*Case, Randolph V., Washington School, Ray  
 \*Clements, Norman, Hill Street School, Globe  
 Coor, L. F., Box 62, Avondale  
 Court, Grace, 2005 W. Washington St., Phoenix  
 Curtis, Loren S., Supt. of Schools, Marana  
 †Dudley, James M., Mohawk Valley School 17, Roll  
 Dunham, Lance, Osborn School, Phoenix  
 Dyer, Kenneth, Box 211, Tolleson  
 Elliott, John R., 1636 E. Palm Lane, Phoenix  
 Enloe, L. A., Supt. of Schools, Bowie  
 Erickson, Irene, 40 E. 14th, Tucson  
 Estavillo, Frank H., Box 706, Superior  
 Ford, Mrs. Inez C., 419½ E. 18th St., Tucson  
 Frye, Vomen L., Elementary School, Scottsdale  
 Gammage, Mrs. Sybil, Box 277, Coolidge  
 Gregory, William E., Box 26, Sahuarita  
 Griffith, W. A., 841 Normal Ave., Tempe  
 \*Gustafson, Alburn M., 315 E. Mabel St., Tucson  
 Hale, Mrs. Alice, 2401 E. Sixth St., Tucson  
 Hanchett, Brose, Solomonville  
 Hartung, Fred, 816 W. Roosevelt, Phoenix  
 Hawkins, S. F., 1809 N. 24th St., Phoenix  
 Hinton, Clyde, Grandview School, Phoenix  
 Huston, Irma, 215 S. Sistrine, Mesa  
 Johnson, B. Lee, Madison School, Phoenix  
 Johnson, Veora E., Washington School, Mesa  
 Johnston, Lillian B., Box 275, San Luis  
 Joslin, Louis F., Elementary School, Palo Verde  
 Joy, O. B., Inspiration Addition School, Miami  
 Kay, Georgia, 212 E. First Ave., Mesa  
 Keen, Julia C., Box 1653, Tucson  
 Keller, Mrs. Edith L., Bumble Bee  
 Kessler, R. V., Miles School, Tucson  
 Kinsey, Lura, Box 54, Flagstaff  
 Liem, H. A., Rt. 8, Box 342, Phoenix  
 Longan, W. L., Alma School, Mesa  
 Lyall, Bertha E., 715 W. Portland, Phoenix  
 Machan, W. T., Supt. Creighton Schools, 2802 E. McDowell, Phoenix  
 Maxwell, Morgan, 920 N. Tenth Ave., Tucson  
 McFate, Roy, Box 296, Ash Fork  
 McKemy, H. M., 33 E. Eighth St., Tempe  
 Medcalf, Iva Rec., Kenilworth School, Phoenix  
 \*Medigovich, Helen S., Box 1632, Bisbee  
 \*Mercer, Arthur L., Liberty School, Buckeye  
 Meyers, George L., Indian Boarding School, Kears Canyon  
 Murphy, Mrs. Alice D., 505 S. Fourth Ave., Tucson  
 Murray, Estelle, 161 E. Mesquite St., Globe  
 Naught, W. R., 742 13th St., Douglas  
 Northern, Allen D., Dysart School, Peoria  
 \*Oswald, Edward H., Box 215, Williams  
 Oswald, W. E., Elementary School, Peoria  
 Ott, Ann, Stevenson School, Phoenix  
 Porter, M. D., Supt. of Schools, Holbrook  
 Prescott, A. C., Jr., Monroe School, Phoenix  
 Pyle, T. V., Supt. of Schools, Buckeye  
 Quinn, Lucy A., Rt. 4, Box 318, Phoenix  
 Rhoton, Lorenzo D., Irving School, Mesa  
 Richards, John F., Grammar School, Benson  
 \*\*†Riggs, Edwon L., Vice-Pres., Dept. of Elem. School Prin., Natl. Educ. Assn., Creighton School, 2802 E. McDowell, Phoenix  
 Risner, M. T., Lincoln School, Phoenix  
 Schrey, H. E., 163 W. D. Ave., Glendale  
 Scudder, R. L., Elementary School 80, Chandler  
 Simpson, Robert E., Alhambra School, Phoenix  
 Sine, M. E., Unit No. 2 School, Glendale  
 \*Sistrine, W. R., Rt. 1, Box 62, Yuma  
 Smith, Harold W., Box 777, Glendale  
 Soule, Howard M., Lowell School, Phoenix  
 Soule, Mrs. Margaret H., Box 336, Superior  
 \*Staples, Arden, Longview School, Phoenix  
 Stokes, Thelma D., Tiger

Sullivan, Van L., Franklin School, Mesa  
 Sullivan, W. R., Murphy School, Phoenix  
 Sundquist, Ada M., Whittier School, Phoenix  
 Sutton, J. B., Isaac School, Phoenix  
 Tacquard, Mrs. Anna, 2548 E. Seventh St., Tucson  
 Tate, Martin C., Elementary School, Safford  
 Taylor, Abbie Lee, Lincoln School, Prescott  
 Thomas, John O., Box 270, Flagstaff  
 Tidwell, A. L., Elementary School, Litchfield  
 Tope, Donald E., 331 N. First Ave., Phoenix  
 Tuttle, Caroline, Rt. 3, Box 45B, Phoenix  
 Underdown, E. W., Cashion School, Cashion  
 Vaughn, Loren, Jr., 542 W. Vernon Ave., Phoenix  
 Van Buskirk, Kate, 807 E. Speedway, Tucson  
 Waggoner, C. I., Kyrene School, Tempe  
 Wallace, W. D., Parker  
 Wedge, Walter B., Laveen School, Laveen  
 Weinacker, Mrs. Fra., Director of Instruction, 331 N. First Ave., Phoenix  
 Weir, Mrs. Russell R., Box 21, Springerville  
 Weitzel, Thomas R., Box 186, Flagstaff  
 Wheeler, Winnie E., 1990 N. Park Ave., Tucson  
 Windes, J. Harold, Pendergast School, Tolleson  
 Woolum, Howard, Ira D. Payne Training School, Tempe  
 Wright, John, Box 5, Wickenburg

## ARKANSAS

Barton, Lillian, 415 E. Nettleton Ave., Jonesboro  
 Beard, C. E., Trusty School, Ft. Smith  
 Bird, Carl L., Supt. of Schools, Wilson  
 Boyd, Fred, Box 97, Leachville  
 Byrd, Fortia, Retta Brown School, El Dorado  
 Ciesley, Morris B., DuVal School, Ft. Smith  
 Conrad, C. C., 2109 W. 17th St., Little Rock  
 Conte, Mrs. Lelia M., 290 Woodlawn Ave., Hot Springs  
 Cunningham, Myron A., State Dept. of Education, Little Rock  
 Davidson, Irma, 813 N. Palm St., Little Rock  
 Davis, Mrs. D. M., Academy Lane, Magnolia  
 DeLoach, Mrs. W. F., 211 W. Chestnut, Marianna  
 Discher, Margaret, 616 Linden St., Pine Bluff  
 Edwards, Mrs. Clemma, High School, Leechville  
 Ellis, Nola, Hugh Goodwin School, El Dorado  
 Frazier, Katharine, Sam Taylor School, Pine Bluff  
 Futrall, Alma, Co. Supvr. of Schools, Marianna  
 Hames, Beulah, E. Walnut St., Paris  
 Haraway, Fannie, Jefferson School, Helena  
 Hays, William F., 2001 W. 17th St., Little Rock  
 Hendrix, Mrs. L., Wilson School, Little Rock  
 Hodges, Clifton L., Central School, Texarkana  
 Holman, J. S., Supt. of Schools, Star City  
 Isgrig, Mrs. Hazel H., 1504 Scott St., Little Rock  
 Jeffress, J. M., Box 64, University Sta., Fayetteville  
 Kelly, Mrs. Erma P., 1910 E. Sixth St., Little Rock  
 Lawson, Miss Willie A., Democrat Prt and Litho. Co., Little Rock  
 Lee, Thomas L., Peabody School, Ft. Smith  
 Lipe, Mrs. L. L., Eudora  
 Mackey, Mrs. Johnnie Mae, Rt. 1, Hot Springs  
 Mauldin, Mrs. Edah, Yocum School, El Dorado  
 May, Marguerite, 403 Heynecker Ave., DeQueen  
 McCracken, Mrs. R. W., Blevins  
 Middleton, Opal, 312 Beech St., Little Rock  
 Owens, Mrs. J. W., 710 W. 12th St., Pine Bluff

Peterson, Mrs. Elizabeth, Eudora  
 Petree, Mrs. Vesta T., 1603 W. 21st St., Little Rock  
 Reeves, Jessie, Fair Park School, Little Rock  
 Scott, Mrs. J. E., 717 S. Fifth St., Paragould  
 Shaw, Mrs. Laura Russ, Park Hill School, North Little Rock  
 Spears, Mrs. Anna M., 618 Liberty St., El Dorado  
 Swan, Charles R., 312½ S. West Ave., El Dorado  
 Turner, Winnie Virgil, 1012 W. Ash St., Blytheville  
 Walker, Mrs. J. D., 215 W. Matthews, Jonesboro  
 Wootton, Lute R., Belle Point School, Ft. Smith  
 Wright, Roy, Co. School Supvr., Mount Ida  
 Ziegler, H. T., Woodruff School, Little Rock

## CALIFORNIA

Abbott, Pansy Jewett, Co. Supt. of Schools, Court House, Redwood City  
 Adams, Mrs. Ida James, 10506 Hillhaven, Tujunga  
 Adams, Dr. Robert G., 745 Cleveland, Oakland 6  
 Addicott, Dr. Irwin O., 2348 Mariposa St., Fresno  
 Alexander, Roxie E., Dir. of Elem. Educ., 650 Virginia St., Vallejo  
 Alkire, E. Russell, 4081 Fourth St., San Diego 3  
 Allison, Loretta, R. D. 4, Box 22, Watsonville  
 Allred, Ralph, 1530 Home, Fresno  
 Althaus, William H., Pinewood Avenue School, Tujunga  
 Anderson, Adda, Willard School, Long Beach  
 Anderson, Donald G., 4003 Ardley Ave., Oakland  
 Anderson, Fred H., Eugene Field School, Long Beach  
 Angelo, Ruth V., 925 Gayley Ave., Los Angeles 24  
 Annear, Mrs. Margaret L., Co. Supt. of Schools, Box 1038, Modesto  
 Appleby, Felix J., Blythe  
 Armstrong, Mrs. Alice B. H., 1300 Brockton Ave., Los Angeles 25  
 Arthur, Carmel, Marshall School, Sacramento  
 Ashbaugh, Mrs. Ruth R., 1020 S. Soto St., Los Angeles 23  
 Avery, Mrs. Mae Morrissey, Central Avenue School, Los Angeles  
 Axtell, Clarence L., 1025 Fremont Ave., South Pasadena  
 Badour, Mrs. Eleanor B., 1751 N. Verdugo Rd., Glendale 8  
 Bailey, Russell, 225 N. 16th St., Montebello  
 Bailie, Mrs. Lorraine M., 2624 N. Commonwealth Ave., Los Angeles  
 Baker, Dr. Alfred E., 6149 Hill Rd., Oakland 11  
 Baker, Ethel I., 1517 40th St., Sacramento 16  
 Baker, Mrs. Frankie, 176 E. St., Brawley  
 Ball, Ernest, Lincoln School, Fresno  
 Ballard, Lowell C., 4533 Highland Ave., San Diego 5  
 Baltzer, Mrs. Clarinda, 6 Batchelor Ter., Petaluma  
 Bardenstein, Matilda A., Ninth Street School, Los Angeles  
 Barnes, Mrs. Agnes C., 2015 E. Glenoaks Blvd., Glendale 6  
 Bartlett, Beulah D., Box 723, Shafter  
 Bandy, Mrs. Marguerite L., 803 Palm Ave., Fresno  
 Banta, Mrs. Edythe R., 1860 Trestle Glen Rd., Oakland  
 Batdorf, Lucille, 3239 Kempton Ave., Oakland 11  
 Bateman, L. W., Jr., 3337 Andrews St., San Diego

- Bates, Mrs Viola, 453 Carlston St., Richmond  
 Baxter, Dr. Bernice, 1025 Second Ave., Oak-  
 land 6  
 †Beach, Allen W., Rt. 1, Box 133, Visalia  
 Beach, Mrs. Rachel Ann, 2850 Leeward Ave.,  
 Los Angeles 5  
 Beal, Mrs. Vio Ross, 2535 Cedar, Long Beach  
 Beardsley, Albert R., Washington School, Bell-  
 flower  
 Beatty, Paul E., Hoover School, Garden Grove  
 Beckman, Aneta T., 493 Alvarado St., San  
 Francisco 14  
 Behmyer, Frances, 118th Street School, Los  
 Angeles  
 Benefel, Robert C., 2316 W. 73rd Ave., Los  
 Angeles 43  
 Benner, W. A., 9860 Sunnyside St., Oakland  
 †Berry, Bertha Irene, 3923 Vista Ct., La Cres-  
 centa  
 Bess, Mrs. Helen, 365 San Antonio Ave., San  
 Diego 6  
 Betzer, Mrs. Clotilde O., 2250 Pacheco St.,  
 Concord  
 Biden, Mrs. Margaret G., 639½ N. New  
 Hampshire, Los Angeles 4  
 Billings, Margaret, 304A W. Belleview, Porter-  
 ville  
 Birch, J. E., Rt. 1, Box 203, Willows  
 Bishop, Ethelyn, 612 N. New Hampshire, Los  
 Angeles 4  
 Bishop, Frank E., Dist. Supt. of Schools,  
 Corona  
 Bishop, Henry F., Dist. Supt. of Schools,  
 Coalinga  
 Blanton, Ruth W., 1818 Silverwood Ter., Los  
 Angeles 26  
 Blether, Howard A., 1132 84th Ave., Oak-  
 land 3  
 Blome, H. P., 124 S. Holliston Ave., Pasa-  
 dena  
 Blomquist, C. Leonard, Dent Union School,  
 Escalon  
 Blummer, Mrs. Annette F., Gorman Avenue  
 School, Los Angeles 2  
 †Board, Mrs. Lorraine M., 1555 Bel Aire Dr.,  
 Glendale 1  
 Bode, Fred R., 1448 Essex St., San Diego 3  
 Boehncke, Frieda C., 3437 Lamberth St., Los  
 Angeles 27  
 Bone, F. Ewing, Rt. 1, Box 7, Lindsay  
 †Bonner, J. MacDonald, 19 Sixth St., Her-  
 mosa Beach  
 Bonsall, Mrs. Marcia V., 2742 Wynglen Lane,  
 Los Angeles 23  
 Borden, Hilma R., 1817 E. Tenth St., Long  
 Beach 4  
 Borneman, Mrs. Katherine H., 8069 Castro Val-  
 ley Blvd., Hayward  
 †Bovee, Earl E., 115 E. Tenth, National City  
 †Bowen, Wayne F., 403 S. Tamarind, Compton  
 Bowman, Robert C., 3240 Peralta St., Oak-  
 land  
 Boyer, Mrs. Maurine C., 317 S. Granada Ave.,  
 El Monte  
 Bradford, Mrs. Inez M., 220 Witmer St., Los  
 Angeles 34  
 Brady, Mary Arline, 841 Hampshire St., San  
 Francisco 10  
 Brady, Shirley J., 8845 W. Adams Blvd.,  
 Los Angeles 34  
 Bragg, Mary Elizabeth, 1529 Gail Ave., Ar-  
 tesia  
 Bragg, Vina B., 4122 Vermont Ave., Long  
 Beach  
 Brailsford, Albert, 3112 Haddington Dr., Los  
 Angeles 34  
 Breen, Ellen R., 6905 Kramer St., San Diego  
 10  
 Brinn, Mrs. Vera L., 1476 E. California Ave.,  
 Glendale  
 Britto, Ethel, 425 Eastern Ave., Taft  
 Brockett, Lillian H., 2408 Second Ave., San  
 Diego 1
- Broholm, Stella M., York School, Hawthorne  
 Brooks, Lloyd L., Rt. 2, Box 280-F, Stockton  
 Brown, Vassie W., 11111 Grape St., Los An-  
 geles 2  
 †Brubaker, David E., 11562 Richland Ave.,  
 Los Angeles 34  
 Buckalew, Harry L., 1019 N. Van Ness Ave.,  
 Fresno  
 Bullard, Lyrel D., Dist. Supt. of Schools,  
 Placerville  
 Burand, Elsie, Elizabeth Street School, Bell  
 Burchfield, James M., 425 Webster St., Colusa  
 Burckhalter, Mrs. Lucille, 1112 W. F St.,  
 Wilmington  
 Burelson, Mrs. Boletta A., 2036 Balmer Dr.,  
 Los Angeles 26  
 Burke, Mrs. Bessie B., 1351 W. 37th St., Los  
 Angeles 7  
 Burkhard, George J., 1321 Bay View Pl.,  
 Berkeley  
 Burrell, Charlotte, 1820 Whitley Ave., Holly-  
 wood 28  
 Burton, Mrs. Katherine D., Chermoya School,  
 6017 Franklin Ave., Los Angeles 28  
 Butcher, Pauline E., Box 605, South Gate  
 Butzine, Fred C., 3045 Felton St., San Diego 4  
 Cain, Ruth, 751 Glenwood Rd., Glendale  
 Calder, Jessie F., 6056 Majestic Ave., Oakland  
 Calvert, Everett T., 1401 Valencia, Pasadena  
 Capri, Roger, 3300 Partridge Ave., Oakland 5  
 Carmichael, Bessie M., 227 Lee Ave., San  
 Francisco 12  
 Carpenter, Mrs. Beth Benning, 172 S. Formosa,  
 Los Angeles 36  
 Carpenter, Charles F., 1645 Farris St., Fresno  
 Carroll, Hazel I., 4947 W. Melrose Hill, Los  
 Angeles 27  
 Carver, Mary H., 3755 Seventh Ave., San  
 Diego 3  
 Chappell, Bert G., 1615 22nd St., Sacramento  
 Chase, Ethel E., 1470 E. Wilson St., Glendale  
 Chatterly, Lois M., 818 Santa Barbara Pl., San  
 Diego 9  
 Cherry, David, 3511 Voltaire St., San Diego 5  
 Chizlett, Beatrice, 37 14th St., Vallejo  
 Christiansen, Winfield, 175 Yosemite, Fresno  
 Clark, Mrs. Mamie S., Oxnard Street School,  
 North Hollywood  
 Clarke, Edwin H., 635 E. Eighth St., National  
 City  
 Clayton, Arthur, Budlong School, Los Angeles  
 44  
 Cleland, Donald M., 15434 Dickens St., Van  
 Nuys  
 Clemens, K. F., 1200 Seventh St., Wasco  
 Clifford, Charles A., 5523 Secrest Dr., Los  
 Angeles  
 Clinkenbeard, William H., Box 234, Palm City  
 Clowes, Richard M., 14523 McKinley Ave.,  
 Compton  
 †Cobb, DeRoy F., 2089 Rose Villa St., Pasa-  
 dena  
 Cochran, Edith, 1453 26th Ave., San Fran-  
 cisco 22  
 Cockrum, Edward F., 3953 Hanly Rd., Oak-  
 land 2  
 †Coleman, Mrs. Ida Fulton, 10334 Tennessee  
 Ave., Los Angeles 25  
 Collis, Alma A., 3446 Richmond Blvd., Oak-  
 land 11  
 Colmar, Mrs. Mildred E., Bryant School, San  
 Francisco 10  
 Condit, Eleanor Daly, 1250 Amherst, Clare-  
 mont  
 Conlon, Anna C., 2268 Jackson St., San Fran-  
 cisco  
 Connolly, William, Redwood Heights School,  
 Oakland 2  
 Conwell, Delsy Dyche, Marwin Avenue School,  
 Los Angeles  
 Cook, Isabel M., Box 215, San Anselmo  
 Cook, Louis A., Jr., 4400 Sunfield Ave., Long  
 Beach 8

- Cordrey, Frank Beck, Branciforte School, Santa Cruz
- †Correll, Vincent I., 1838 McKenzie St., Long Beach 5
- Cornwell, L. May, 217 N Kenwood St., Glendale 6
- Cotter, M. Elsie, 395 Breed Ave., San Leandro 1
- Cotter, Mrs. Myrtle A., 2287 14th Ave., San Francisco
- Cox, Arthur W., Jane Addams School, Long Beach 5
- Craft, Helen S., 1724 15th Ave., Oakland 6
- Craft, Orra Hendrick, 2129 S Alsace Ave., Los Angeles
- Cramer, Margaret B., 925 W. 73rd St., Los Angeles
- †Crawford, Lawrence T., Chico State College, Chico
- Creedon, Mrs. Elma M., 732 York St., Vallejo
- Croak, Margaret M., 2065 Vicente St., San Francisco 16
- Crockett, Emilie, 311 Twin Oaks Ave., Chula Vista
- Croze, Leah, 1411 Monterey Rd., South Pasadena
- Cross, Irvin N., 1520 Van Buren Ave., San Diego 3
- Crowley, Elsie E., Carrie Barnett School, Visalia
- Cunningham, Maxwell A., Dunbar Union School, Valley of the Moon, Glen Ellen or Kenwood
- Curley, Laura, 360 Perkins St., Oakland 10
- Dana, Charles H., 542 S Seventh St., San Jose
- Danielson, Eva, 2859 W Seventh St., Los Angeles 5
- Dannemann, Matie, 437 E. Maple Ave., Orange
- Da Prato, Perseo, 411 Magnolia Ave., South San Francisco
- Dastarac, Frances Marie, 659 W 18th St., San Pedro
- Daustin, Mrs. Helen A. S., 255 Terracina, Redlands
- Davey, Edna M., Grant School, Richmond
- David, Dorothy Ella, Steffan Manor School, Vallejo
- †Davidson, Mrs. Rena McCoy, 305 S. Oak Knoll Ave., Pasadena 5
- Davin, Mrs. Bernice, 3230 McCandless St., San Diego 2
- Davis, Barney J., Lakeport Union School, Lakeport
- Davis, Dr. Burton E., 11115 S Figueroa St., Los Angeles 3
- Davis, Elizabeth, 195 College, Coalinga
- Davis, Percy R., Supt. of Schools, Santa Monica
- Davis, Mrs. Vivian K., Lowell School, Long Beach
- Dawson, Nell, Box 312, Coalinga
- Dederick, Mrs. Nellie E., 11163 Aqua Vista, North Hollywood
- †DeFraga, Harold, Ambrose School, Pittsburg
- DeLappe, E. Maxine, Box 454, San Rafael
- Delavan, Mabel, McCoppin School, San Francisco 18
- Denlay, Raymond E., Box 710, Santa Paula
- Desmond, Mrs. Lucile H., Washington School, Madera
- Des Roches, Pauline, 1323 Woolsey St., San Francisco 24
- Dickie, Helen, Stege School, Richmond
- †Dobyns, Mrs. Evalyn, 21250 Santa Fe, Long Beach 6
- Dodson, Mrs. Helen C., 14128 Valerio, Van Nuys
- Donnelly, Anna L., Garfield School, Long Beach 6
- Dotson, Edna, Grant School, Long Beach 5
- Douglass, Henry S., 504 Harper Ave., Downey
- Dowling, Reginald J., 5222 Ygnacio Ave., Oakland 1
- Dudley, Mrs. Marjorie E., 2030 N Flower, Santa Ana
- Duff, Margaret W., 2424 Willard Ave., Garvey
- Dugger, Ellis D., 1821 Oliver St., San Diego 9
- Dumas, Dr. Enoch, College Elementary School, Chico
- Duncing, Ethel E., 3077 20th Ave., San Francisco 16
- Dunlap, Marcia, 3821 Olympiad Dr., Los Angeles 43
- Durley, Bryon J., 3333 Altura Ave., La Crescenta
- Dymment, Mrs. Dorey S., Sunnyside School, San Francisco 12
- Dysart, Dora I., 5108 Harold Way, Los Angeles 27
- Eilers, Johanne, 415 Harwood Pl., Santa Ana
- Elledge, Mrs. Gladys R., 1836 Beverly Glen Blvd., Los Angeles 25
- Ellis, Mabel R., 16 Laguna St., San Francisco
- Elwood, Roby T., 201 S Chapel St., Alhambra
- Engdahl, Ruth V., 356 W. 68th St., Los Angeles 3
- Engvall, Philip W., Washington School, Le-moore
- Engvall Willard R., Supt., 875 Angus Ave., San Bruno
- Enlow, Cora K., Roosevelt School, Vallejo
- Ensz, J. H., 200 Dollner, Visalia
- Erickson, Mrs. Hazel, Vista Unified School, Vista
- Evans, Mrs. Zoa M., 691 45th Ave., San Francisco 21
- Evenson, Edna M., 74th Street School, Los Angeles 44
- Eyraud, Emilie M., Hayvenhurst School, Van Nuys
- Fagin, Mrs. Jean T., 1524 N Martel, Hollywood
- Farnham, N. H., Dist. Supt. of Schools, Oildale
- Farnum, Martha F., 300 B Ave., Coronado
- Feazell, Ruby C., 3395 Tareco Dr., Los Angeles
- Fellows, Millie B., 14609 Burbank, Van Nuys
- Fischer, Robert J., Pioneer School, Artesia
- Fischer, Charles F., 2050 W Willow St., Stockton
- Flake, Mrs. Elizabeth M., 1227 Paseo Del Mar, San Pedro
- †Floyd, Mary L., 854 Harbor View Pl., San Diego 6
- †Flynn, Mary C., 2219½ Venice Blvd., Los Angeles 6
- Fox, Mrs. Betty King, 2424 Sixth St., La Verne
- Frame, Dana S., Bret Harte School, Sacramento
- Frazee, Mildred U., 2234 Camden Ave., Los Angeles 25
- Freeman, Rudolph, 1781 Oxford Way, Stockton
- French, Helen, 4224 St. James Pl., San Diego
- Fritz, Walter A., 3450 Percy St., Los Angeles 23
- Fry, Wayne C., 3889 Pringle St., San Diego 3
- Fugate, Ben F., Dist. Supt. of Schools, Yucaipa
- Fuller, Elnora, 4534 Fulton St., San Francisco
- Galloway, Mrs. Mae E., 2275 Ben Lomond Dr., Los Angeles 27
- †Gamble, Mrs. Leo May, 1112 S. Wilton Pl., Los Angeles 6
- Gannon, Joseph F., 633 Woodbury Rd., Glendale
- Gansberger, Dorothy, 102 Lewelling Blvd., San Lorenzo
- Garland, Elizabeth, 153 Race St., Grass Valley
- Gartside, Claire L., 2133 Wellington Rd., Los Angeles 16

- Geddis, Terence B., 2890 Redwood St., San Diego 4  
 Geiger, George L., Jr., 3548 Orange Ave., Long Beach 7  
 George, Edna, 4830 Angeles Vista Blvd., Los Angeles 43  
 Germain, John S., 450 N Regent St., Stockton 49  
 Gibbs, Byron C., Union Elementary School, Healdsburg  
 Gilcrest, Myrtle E., 1574 22nd Ave., San Francisco  
 \*\*Gilson, Dan H., 4030 Sequoyah Rd., Oakland 3  
 Gish, Mrs. A K., 1501 Lincoln Way, San Francisco  
 †Glassbrook, Mrs. Tillie H., 338 Tennyson Rd., Hayward  
 Gletten, Mrs. Lylie P., 600 Hill Dr., San Gabriel  
 Godard, Florence D., 1121 Rose Ave., Long Beach 4  
 Goldman, Edward D., 801 Fillmore St., San Francisco 17  
 Gonzalez, Lilia A., 1843 31st St., San Diego 2  
 Gooch, Roy, 806 Euclid Ave., Los Angeles 23  
 Goodrich, Mrs. Frances B., Fremont School, Salinas  
 Gordon, Milton, 209 Ashbury Ave., El Cerrito  
 Grace, Wilson A., Box 527, Big Bear Lake  
 Granger, Roy T., Tompkins School, Oakland  
 Gray, Jean, 2232 Grove St., San Francisco 17  
 Green, Vivian D., Miraloma School, San Francisco 16  
 Gribble, Mrs. Faye, Rt 6, Box 529, Bakersfield  
 Griffin, Lily L., 4157 Fourth Ave., Los Angeles 43  
 Grimshaw, M Alice, 112 W Broadway, Anaheim  
 Grinnell, Frances G., 4560 Mullen Ave., Los Angeles 43  
 Gripenstraw, B W., Union School, Oakdale  
 Grover, Charles C., Glenview School, Oakland  
 Gupta, Perl N., 8644 Mt. View Ave., South Gate  
 Haas, Mrs. Nell M., 2249 248th St., Lomita  
 Hagenburger, Mrs. Marion A., 4501 Bernice Ave., Los Angeles  
 Hald, Marie M., Solvang  
 Hall, Lee Roy, 585 Michigan Blvd., Pasadena  
 Haller, Rena C., 4937 Ben Ave., North Hollywood  
 Hamill, June, 1446 Dwight Dr., Glendale  
 Hamlin, Mrs. Sarah, Box 31, Westwood  
 Hamm, Max S., Cole School, Oakland  
 Hammat, Hattie May, Heaton School, Fresno  
 †Hammond, Mrs. Gertrude Best, 7316 Crenshaw Blvd., Los Angeles  
 †Hanna, Dr. Paul R., Prof. of Educ., Stanford University, Stanford University  
 Hansen, Gladys G., 2203½ Budlong Ave., Los Angeles 7  
 Hansen, Hubert G., 535 E. Miner Ave., Stockton 37  
 Hanson, Edith J., 6315 Radford Ave., North Hollywood  
 Happy, Viola, Magnolia Avenue School, South San Francisco  
 Harding, Prudence L., 14655 Hamlin St., Van Nuys  
 †Harding, Ruth Clarke, 2232 A St., Bakersfield  
 Hardman, Bess, 2304 11th St., Los Angeles 16  
 Hardy, Clarence J., 5287 College View Ave., Los Angeles 41  
 Harmon, Raymond C., Jenson & Cedar Ave., Calwa City  
 Harms, Mrs. Irene B., 1112 S. Cabrillo, San Pedro  
 Harnois, Duncan, Bret Harte School, Burbank  
 Harris, Mrs. Alta, 81 Garcia Ave., San Francisco  
 Harris, Mrs. Muriel, Laguna Honda School, San Francisco  
 Hart, Mrs. M Louise, 316 S. Roxbury Dr., Beverly Hills  
 Hartshorne, Edna, Normandie Avenue School, Los Angeles  
 Harvie, Mrs. Gertrude R., 2218 N St., Sacramento 16  
 †Haw, Harry Huber, 1413 Golden Gate Dr., San Diego 3  
 Hawks, Mrs. Mary J S., 2110 S. Hobart, Los Angeles 7  
 Haworth, J Raymond, 850 Adelaide Dr., Pasadena 8  
 Hayes, Alice M., 556 Ellington Ave., San Francisco 23  
 Hayward, Mrs. Lucy M., 124 Mira Mar Ave., Long Beach 3  
 †Heacock, A B., 709 E Windsor Rd., Glendale  
 †Heffernan, Dr. Helen, State Dept of Education, Sacramento  
 †Helbach, Merle R., 1543 W. 83rd St., Los Angeles  
 Helms, Walter T., 1108 Bissell Ave., Richmond  
 Henley, William C., Supt., 205 S Winchester, Campbell  
 Herkner, Clarence G., 42 San Pedro Rd., San Rafael  
 Herrington, Hugh, Laurel School, Oakland 2  
 Hicks, Eleanor, 4624 Sixth Ave., Los Angeles 43  
 Higgins, Mrs. Dorothy Jean, 9021 Fifth Ave., Inglewood  
 Hildebrand, Edna, 140 N. Spruce, Montebello  
 Hill, Mrs. Beulah, 152 S Berendo, Los Angeles 4  
 Hill, M Lillian, 903 Guerrero St., San Francisco 10  
 Hill, Mrs. Margaret F., 170 Patterson Ave., Santa Barbara  
 Hill, Mrs. Ruby Larson, 421 Western Dr., Richmond  
 Hillebr, Ruth C., Rockdale School, Los Angeles 41  
 Hilliard, Erna, 10822 Ohio Ave., West Los Angeles 24  
 Hiltun, Dr. Eugene, 385 49th St., Oakland 9  
 Hippard, Mrs. Frances, Maple Avenue School, Orange  
 Hobson, Mrs. Marjorie M., 112 E Elm Ave., Fullerton 2  
 Hockett, Dr. John A., Assoc. Dir. of Training, University of California, Los Angeles 24  
 Hodges, Roselle, 806 E Carson St., Long Beach 7  
 Hoel, Mrs. Helen H., 212 Hockett St., Porterville  
 †Hoffman, Mrs. Howardine G., 333 Anita Dr., Pasadena  
 Holliday, Guy, 5384 Angeles Vista Blvd., Los Angeles 43  
 Hollinshead-Meyer, Laura, Crescent Heights School, Los Angeles  
 †Hollowell, Hazel, 5216 Longfellow St., Los Angeles  
 Holsinger, Edith A., Rt 4, Box 278, Anaheim  
 Holt, Helen, 916 Union St., Alameda  
 Hooker, Ora Whitley, 922 Crenshaw Blvd., Los Angeles 6  
 Hopkins, Clarence G., 5139 Argus Dr., Los Angeles  
 Hopper, William R., 920 W. Main St., Visalia  
 Howden, Mrs. Aileen McC., Brookfield Village School, Oakland 3  
 Howe, Norris H., 445 S 47th St., San Diego 2  
 Howell, Etta H., Longfellow School, Long Beach 7

- †Howk, Charles D., 344 Flower St., Pasadena 6  
 Huganey, Ida, 1160 Bird St., Oroville  
 Hughes, Mrs. Mary E., 847 Campus Way, San Bernardino  
 Hull, Arthur C., Box 600, Carmel  
 †Hummel, Leonard G., 339 W. Wilson St., Banning  
 Hunt, Lois E., 351 Myrtle St., Glendale  
 Huntoon, Mrs. Georgie K. M., 901 S. Kingsley Dr., Los Angeles 7  
 Hurley, Mrs. Josephine E., 231 E. 17th St., Artesia  
 Hutchinson, John L., 1128 Windsor Pl., South Pasadena  
 Hyde, Lafayette, 1215 Englewood, Fresno  
 Hymer, Evangeline, 342 S. Mariposa, Los Angeles 5  
 Ingle, Earl B., 1783 Spruce St., Berkeley 4  
 Ireland, Frances, Burbank School, Long Beach 4  
 Ivey, Henrily, 925 Gayley Ave., Los Angeles 24  
 Jacobsen, Glenn, 604 Ann Arbor Dr., Bakersfield  
 Jacobus, Gerald L., Co. Supt. of Schools, Hanford  
 Jack, Walter A., 240 San Mateo Dr., San Mateo  
 Jamieson, Helen Fay, Redding School, San Francisco 9  
 Jellison, Hilda L., 16013 Ainsworth Ave., Gardena  
 †Jenkins, Mrs. Letha F., Grammar School, Ross Jensen, Mrs. Katherine, Cleveland School, San Francisco 12  
 Johnson, Charles Sale, 1640 College Ave., Fresno  
 Johnson, Frank R., Dist. Supt. Guadalupe  
 Johnson, Mrs. Genoveva G., 609 Johnson St., Santa Rosa  
 Johnson, George A., Carquinez School, Crockett  
 Johnson, Henrietta, 5218 Harbord Dr., Oakland 11  
 Johnson, Kenneth H., 1447 Idlewood Rd., Glendale  
 Johnson, Ruth P., 4011 14th St., Riverside  
 Johnson, Mrs. Vivian, 1414 Castro St., Martinez  
 Johnston, G. Elizabeth, 955 N. Vine St., Los Angeles 38  
 Johnston, Howard L., 512 Hilton Ave., Vallejo  
 Jones, Beatrice A. K., Rt. 1, Box 763, Monterey  
 Jones, Cathryn M., 14342 Dickens St., Sherman Oaks  
 Jones, Marvin D., 2832 Lincoln Ave., Richmond  
 Jordan, Christine M., Box 73, Roscoe  
 Jordan, Elizabeth, Toluca Lake School, North Hollywood  
 Jorgensen, Mrs. Mabel I., Kettleman City  
 Joseph, Manuel T., 880 Ocean Ave., Monterey  
 Judkins, Mrs. Frances, Box B, Pismo Beach  
 Judson, Harold I., McKinley School, Long Beach 5  
 Kaler, James E., 3016 32nd St., Sacramento 17  
 Keeler, J. V., Box 57, Port Chicago  
 Keetch, Rulon P., Standard School, Oildale  
 Kelly, Florence M., 707 Esplanade, Redondo Beach  
 Kelly, Mrs. Irene E., 75 Buena Vista Ave., San Francisco 17  
 Kelly, Julia Mae, 707 Esplanade, Redondo Beach  
 Kennedy, Mrs. Evelyn H., 1501 Haldon, Bakersfield  
 Kennedy, Mrs. Lona E. M., 314 E. Burke St., Rivera  
 Kerber, Ruth G., Supt., Tehama Co., Red Bluff  
 Kershner, Mildred, 286 Third Ave., Chula Vista  
 Kilton, Inez G., 625 Euclid Ave., Long Beach 4  
 †Kimes, Williams F., Asst. Supt., 799 F St., San Bernardino  
 Knight, Reginald R., F. D. Roosevelt School, Bellflower  
 Knipe, Grace M., Herbert Hoover School, Santa Ana  
 Knopf, Harry, 124 Orange Ave., Ripon  
 Krantz, Mrs. Thelma, 610 Fourth Ave., Chula Vista  
 Krebs, Mrs. Grace E., 1010 Floral Dr., Whittier  
 Krouse, Dr. George T., 1495 Englewood Ave., Fresno  
 †Kyes, Mrs. Marguerite D., 6211 Beard St., Los Angeles 42  
 †Kyte, Dr. George C., Haviland Hall, University of California, Berkeley  
 Lacy, Helen J., 4314 Piedmont Ave., Oakland 11  
 Laird, J. David, Supt. of Schools, Tulare City  
 Lamb, Thurman O., 1439 Acheson St., San Diego 10  
 Lancaster, Alice, 336 Seventh St., Richmond  
 Landes, Loyd M., Theodore Roosevelt School, Long Beach 6  
 Lanyon, Mrs. Frances, 408 Almaden Ave., San Jose 14  
 Laue, Mrs. Josephine Maxon, Toland Way School, Los Angeles 41  
 Laufeld, Lucia E., Rt. 3, Box 327, Anaheim  
 †Learned, Roy E., Box 274, Elk Grove  
 Lee, Mrs. C. Laverne, 6752 Sylmar Ave., Van Nuys  
 Lee, Mrs. Iva R., 477 N. Shaffer St., Orange  
 Lefever, Mrs. Ruth B., 2909 Hope St., Huntington Park  
 Libbey, Frances Yale, 1212 W. Walnut St., Stockton 12  
 Lindley, Helen, 434 Orizaba St., Long Beach 4  
 Lindsay, Mrs. Aimee, 2120 23rd St., Sacramento  
 Lindsay, Elizabeth, 4622 Welch Pl., Hollywood  
 Lindsay, Isabel F., 1421 Freeman St., Santa Ana  
 Link, Clarence W. B., 962 Rome Dr., Los Angeles 31  
 Linn, Ronald, 2029 Whelan Ave., Leandro  
 Linsley, George H., Box 25, Esparto  
 Long, Julia F., Granada School, Alhambra  
 Long, Mrs. Rose Carr, 1210 Glen Arbor Ave., Los Angeles 41  
 Long, Mrs. Vivian L., 2302 Ivy Dr., Oakland 2  
 Lord, Helen M., 2820 E. First St., Los Angeles  
 Lothrop, Mary, 4270 Leimert Blvd., Los Angeles 43  
 Lounsbery, Sophia M., 2713 McConnell Dr., Los Angeles 34  
 Lowe, Russell A., Box 488, McCloud  
 Lowry, Agnes W., 5757 Franklin Ave., Hollywood  
 †Lumbard, Mrs. Kate A. H., Box 816 Auburn  
 Lydell, Dwight M., Supt. of Schools, Monterey  
 Lynd, Albert W., 820 Argonaut St., Stockton  
 †Lyon, Harley W., 95 N. Sierra Bonita Ave., Pasadena 4  
 Lyons, Mrs. Lucile C., 1444 Irving Ave., Glendale 1  
 Madigan, Eleanor, 51 Daniels, Vallejo  
 Madsen, Donald H., 6920 Krause Ave., Oakland 3  
 Maguire, S. Edna, 268 E. Blithedale, Mill Valley  
 Maher, Mary, Leland School, San Pedro  
 Manlove, Marae, Starr King School, Long Beach 5  
 †Mann, John C., Box 160, Gonzales  
 †Marbut, John W., 3429 California, Long Beach  
 Marchant, Maud, 400 Montclair Ave., Oakland 6  
 Marcotte, Pauline, 10315 E St., Oakland 3

- Martin, George B., Columbus School, Berkeley  
 Martin, Mrs Gertrude, 1518 S Wilton Pl., Los Angeles 6  
 Martin, Mary T., Rt. 4, Box 518, Hanford  
 Martinelli, Louis C., Central School, Chico  
 Martins, Victor L., 4112 S Normandie St., Hollywood  
 Maslin, Helen B., 1044 Park Hills Rd., Berkeley  
 Mason, Bessie H., 1005 W. Sixth St., Los Angeles  
 Mattei, Marguarita, 15 Sherman St., Santa Cruz  
 McAdam, Mrs Edith, 401 Buena Vista St., Taft  
 McCarthy, Aileen, 745 39th Ave., San Francisco  
 McCleish, Nellie, 3722 Elmwood Ct., Riverside  
 McClellan, Harold, 2200 Loch Lomond, Whittier  
 McClenahan, R S., Elementary School, Hughson  
 McCormick, Ray C., 2407 68th Ave., Oakland 5  
 McDowall, Mary W., Kaweah  
 McGinnis, J. Clark, Rt. 4, Box 276, Bakersfield  
 McGivney, Genevieve, 1677 Dolores St., San Francisco  
 McGraw, Mrs Margaret A. F., 5137 Angeles Vista Blvd., Los Angeles 43  
 McGuire, Bess, 1241 Sonoma Dr., Altadena  
 McIntosh, Martha, 3222 Quimby St., San Diego 6  
 McIntyre, Mary Jane, 2945 33rd St., San Diego  
 McKay, Henry W., 604 S Tamarind, Compton  
 McLean, Bruce, 3584 Herman Ave., San Diego 4  
 McMahon, Mrs Minnie M., 1359 Casa Vista Dr., Pomona  
 McMaster, James Floyd, 12060 Pierce St., San Fernando  
 McMurdo, Lavinia, 75 Buena Vista Ave., San Francisco 17  
 McMurray, Vera Elena, 2111 Menlo St., Los Angeles  
 McNutt, Marie, Asst Prin., Barton School, Long Beach  
 McQuilkin, H., 2929 26th Ave., San Francisco 16  
 Meints, Viola, 24 Peyton St., Santa Cruz  
 Melendy, Lila, Hollister  
 Mennie, Elizabeth E., 230 Vasquez Ave., San Francisco  
 Merriman, Dorothy, 46 S. Third St., Campbell  
 Mette, Wilda C., Russell School, Hayward  
 Metz, Mrs R. Elizabeth T., 4216½ W Adams Blvd., Los Angeles 16  
 Michael, Mrs. Ruby Riser, 2414 W. 60th St., Inglewood  
 Michaelis, Harriet, Lomita School, Lomita  
 Michaelis, John U., Haviland Hall, University of California, Berkeley  
 †Michel, Gladys R., Candlestick Cove School, San Francisco 24  
 Miller, Mrs. Vera S., Alessandro School, Los Angeles  
 Milner, Pearl, 927 S Eastman St., Los Angeles 23  
 Miner, Robert, Lafayette School, Fresno  
 Mixsell, Frank H., 1844 Bel Aire Dr., Glendale  
 Mock, Thomas M., Horace Mann School, Beverly Hills  
 Moffett, Paul F., 2033 Poplar Ave., Fresno  
 Molino, Henry S., 2617 San Marcos Ave., San Diego 2  
 Moloney, Edith H., 232 N Almont Dr., Beverly Hills  
 Moody, Edith, Peres School, Richmond  
 Moore, Mrs Clara, 374 Byxbee St., San Francisco 12  
 Moore, Helen F., 1253 University, San Diego 3  
 Moore, Trammell W., Box 278, Atascadero  
 Moore, Wendall, 250 Clifton St., Oakland 18  
 Morgan, R J., 6507 Allston St., Los Angeles 22  
 Morris, Mrs Rae Lee, 1560 E Washington St., Pasadena  
 Morrison, Daisy P., 4830 Angeles Vista Blvd., Los Angeles 43  
 Morrison, Mrs Elsie, 1385 Greenwich St., San Francisco  
 Morrison, Mrs Isabelle W., Ramona School, Hollywood  
 Mosser, Sidney J., 1603 S Marguerita St., Alhambra  
 †Mount, Mrs Florence D., 3113 Sparr Blvd., Glendale 8  
 Moyes, Mrs. Rhea, Warren Lane School, Inglewood  
 Mulcahy, Alice G., 127 S I St., Tulare  
 Mullen, Mary, 2026 S Fremont, Alhambra  
 Mungen, Grace, Bellevue Avenue School, Los Angeles  
 Murphy, Mrs Jeannie Dean, 1960 W. 79th St., Los Angeles 44  
 Murphy, Mrs Ursula, Sunshine Health School, San Francisco  
 Murray, Dorothy, Washington School, Visalia  
 †Myers, Newell D., Box 876, Palos Verdes Estates  
 Myers, Ruth B., Broadway School, Venice  
 Neideffer, Raymond T., Asst. Supt., 1600 K St., Bakersfield  
 Nelson, Mrs Ada S., Dist Supt. of Schools, Los Nietos  
 Newcomer, John F., Warner Springs  
 Newman, Mrs Ethel B., 333 N Wilton Pl., Los Angeles 4  
 Newsom, Alfred D., 4343 La Crescenta Ave., La Crescenta  
 Nichols, Roy T., 1014 Everett St., Oakland 2  
 Niegosh, Dr. Helena, Rosemont School, Los Angeles 26  
 Nordstrom, Howard, 831 Vassar, Fresno  
 Nordstrom, Jessie S., 1842 W 43rd Pl., Los Angeles  
 Norton, Ruth Baker, 4155 S Arlington Ave., Los Angeles  
 Norton, Winifred, 836 Sixth Ave., Oakland  
 †O'Brien, Eugenia Helena, 1838 Silverwood Ter., Los Angeles 26  
 O'Brien, Mary B., 120 N Martel, Los Angeles 36  
 O'Connell, Mary C., 1204 Dolores St., San Francisco 10  
 O'Halloran, Gertrude, 2443 30th Ave., San Francisco 16  
 O'Hara, Olympia, Sutro School, San Francisco 18  
 Olivier, Lillian M., 8062 Culowee St., La Mesa  
 Olson, Oscar H., 736 Harvard Ave., Menlo Park  
 Ord, Avis, 701 Nahant Ct., San Diego  
 †Orth, Fred W., 2031 Arlington Ave., Los Angeles 16  
 O'Shaughnessy, Marcella M., Laguna Honda School, San Francisco 22  
 Ott, Eva M., 5328 Brann St., Oakland 2  
 Overholt, Mrs. Rosalind M. Gates, 246 S Lorraine Blvd., Los Angeles  
 Owen, Cyril R., 2737 Buena Vista Ave., Stockton 51B  
 Owen, William E., 1166 W. Harding Way, Stockton  
 Palmer, John H., Box 1069, Marysville  
 Parrish, Alvin L., Dewey School, Oakland 1  
 Patterson, J. Randal, Kelseyville  
 Patterson, Mrs Ruth, 1511 Micheltorena, Los Angeles 26  
 Paul, Ruth Green, 1840 Rio Hondo Ave., Rosemead  
 Peck, Elsa, Alexandria Avenue School, Los Angeles

- Peddle, Mrs. Gertrude W., 8720 S. Harvard Blvd., Los Angeles 44
- Peirce, M. June, 1035 Roswell Ave., Long Beach
- Peters, Mary M., Grove School, Ontario
- Peterson, Audrey B., 1835 Meade, San Diego 3
- Peterson, Mrs. Marian, 4551 Steele St., Oakland 2
- †Phillips, Harry W., 3706 Degnan Blvd., Los Angeles 16
- Phillips, Stuart S., Lakeview School, Oakland 10
- Pielmeier, Mrs. Hertha, 512 N. Lucerne Blvd., Los Angeles 4
- Pierce, Mrs. J. Maria, Arroyo Seco School, Pasadena 2
- Pippert, Mrs. Maud, 215 S. Commonwealth Ave., Los Angeles
- Pisor, Carl E., Box 522, Fowler
- Plagemann, Dora E., 2121 Sacramento St., San Francisco 9
- Pollich, Raymond E., Asst Supt, 451 N. Hill St., Los Angeles 12
- Pollock, Elmer N., Box 641, Artesia
- Potter, Gladys, 715 Locust St., Long Beach 2
- Potter, Mrs. Ruth, 1524 N. Sycamore St., Santa Ana
- Potts, Gertrude, 637 N. Ross, Santa Ana
- Poulson, Esther R., 335 San Ysidro, Santa Barbara
- Powers, Mrs. Pearl, 277 Second St., Coalinga
- †Preston, C. W., 133 N. Alexandria Ave., Los Angeles 4
- †Priest, George A., 58 Thompson St., Hollister
- Pullis, Mrs. Jessica K., 1132 S. Fremont Ave., South Pasadena
- Pursell, Arthur L., 738 E. King St., Tulare
- Putnam, Mary A. P., 440 23rd St., Santa Monica
- Quette, Mrs. Beulah K., 4525 Castle Rd., La Crescenta
- Quinn, Ruth Watson, 5615 S. Normandie, Los Angeles 37
- Ransom, Mae, 1705 S. Sixth St., Alhambra
- Raney, Mrs. Jane Burns, 29 Fifth St., Petaluma
- Reams, Mrs. Lois P., 820 Glenmont Ave., Los Angeles 24
- Reavis, Glenn D., Box 87, Clovis
- Rector, Dr. William G., 3750 Lincoln Ave., Oakland
- Redwine, Mrs. Hazel T., 420 Sixth St., Marysville
- Reese, Mrs. Erma B., Rt. 1, Box 91, Acampo
- Reeves, Mrs. Mabel, Winton
- Rehwoldt, Walter, 6234 Allston, Los Angeles 22
- Reid, Mrs. Estelle S., Harding School, El Centro
- Reimann, Charlotte Mae, 7101 Benson St., Huntington Park
- Reinke, Gertrude H., 2006 Fletcher Ave., South Pasadena
- Renke, Daniel R., Alice Birney School, San Diego
- Reitzloff, Phyllis, 646 Eureka, Redlands
- Reynolds, Mrs. Christine Marsh, 408 S. New Hampshire, Los Angeles 5
- Richards, Marcella L., 1024 Salisbury Rd., La Canada
- Richardson, Dale, 6552 Fairfield, Los Angeles 22
- Richert, Paul, Box 441-A, Rt. 2, Porterville
- †Riese, Ella L., 2802 Walnut St., Huntington Park
- Riggins, Mrs. Mildred E. M., 1607 S. Fairfax Ave., Los Angeles
- Riggins, Mrs. Vera B., Box 16, Chowchilla
- Rippey, Dr. Andrew D., Fresno State College, Fresno
- Ritchie, Mrs. Eva L., 2520 33rd St., San Diego 2
- Ritchie, Mrs. Georgina D., 6246 Fishburn Ave., Bell
- Rivera, Rudolph, 235 23rd St., Merced
- Roberts, Bertha E., 2151 California St., San Francisco
- Robertson, Gus C., Box F, Irvington
- Robinson, Joseph C., Pacific Beach School, San Diego 9
- Robison, Mrs. Fac, Cerritos School, Glendale 4
- Robison, George H., Horace Mann Junior High School, San Diego
- Rokovich, Mary Ann, Box 401, Grant Rd., San Mateo
- Rolo, Orlo M., Box J-1 Avalon
- Romwall, Oden, Union School, Byron
- Root, Dan O., Crystal School, Suisun City
- Rose, Jennie, 1427 S. Mansfield Ave., Los Angeles
- †Ross, Mrs. Edith Holmes, 4435 W. 62nd St., Los Angeles 43
- Ross, Maurice B., 3040 Udal St., San Diego 6
- Ross, Mrs. Natalie L., 820 Walker, San Pedro
- Roth, Mrs. Ethel F., 2950 Van Ness Ave., San Francisco
- Rudholm, Melvin P., Box 303, Pixley
- Rushforth, Robert N., Cragmont School, Berkeley
- †Rusling, Mrs. Cora S., 1210 N. Hill Ave., Pasadena 7
- Russell, James, Columbia School, Fresno
- Ruth, Clarence, Union School, Lompoc
- Ryan, E. Lunney, 159 Lake St., Oakland 12
- Ryan, Jane, 1600 Clement St., San Francisco
- Ryan, Mrs. Leanta S., 242 E. Center St., Covina
- Salcido, Elsie, 527 W. Highland, Tracy
- Salvin, Mrs. Sophia Tichnor, 6835 Pacific View Dr., Los Angeles 28
- †Sanders, Ralph G., Box 111, Guasti
- Sater, Mrs. Lela, 508 Eighth St., Antioch
- Saylor, Margaret F., 3611 San Marino St., Los Angeles 6
- Schaefer, C. M., Spring Valley School, San Francisco 9
- Scharf, Mrs. Eva P., 2204 Prospect, Venice
- Schieber, Frank, Hopland
- Schmidt, Mrs. Blanche L., Vice-Pres., Dept of Elem. School Prin., Natl. Educ. Assn., Box 426, Dos Palos
- Schramm, Bess G., 260 Ximeno Ave., Long Beach 3
- Schultz, Mrs. Henrietta M., Box 462, Alhambra
- Schwab, Mrs. Jeannette S., Sheridan Street School, Los Angeles 35
- Scott, Myrtle Jane, 842 Maple Ave., Bellflower
- Sea, Mrs. Marcella R., 832 W. Walnut St., Monrovia
- Segbarth, Stella L., 3652 Huntington Dr., San Gabriel
- Seidel, Vaughn D., Co Supt of Schools, New Court House, Oakland
- Severns, Joe D., Mission School, Redlands
- Shackelford, Claude L., 4528 El Camino Corto, La Canada
- Shaffer, H. E., 461 Estudilla, San Leandro
- Shanahan, Mrs. Norma, Weaverville
- Sheaff, Joseph L., 2050 E. 14th, San Leandro
- Shingler, Mrs. Muriel, Grove Avenue School, Clearwater
- Shriner, William C., Garfield School, Oakland 6
- Siegler, Alfred C., 124 Sims, Vallejo
- Siewert, Walter R., Jefferson School, Pasadena 4
- Silk, Mrs. Mollie O., 147 S. Martel St., Los Angeles 36
- Simpson, Jack, Vice-Prin., Union Elementary School, Ukiah



- Singletary, Mattie S., Fremont School, Riverside  
 Sletten, Theresa C., 7933 Lincoln Blvd, Santa Monica  
 †Sloane, Boyd Lincoln, 1421 Dominion Ave., Pasadena  
 Smith, Agnes L., 313 Second St, Huntington Beach  
 Smith, Charlotte G., 217 Center Ave., El Monte  
 Smith, F B., 2717 Seventh Ave., Sacramento 17  
 Smith, H Lawson, 27483 Western Rd, Hayward  
 Smith, Irving W., Box 1352, Richmond  
 Smith, Mrs Josephine P., 1913 W Hellman Ave., Alhambra  
 Smith, Miss Leslie G., 5834 Patton St., Oakland 11  
 Smith, Lucile, 1118 W. 41st Pl, Los Angeles  
 Smith, Mollie A., 795 Sutter St, San Francisco  
 Smith, Mrs Rose M., 527 S Oxford Ave., Los Angeles 5  
 Smith, Weir, Elementary School, Stratford  
 Snow, Irene, 2005 Oak St, Napa  
 Snyder, Peter H., 3844 Belmont Ave., San Diego 4  
 Sorrells, Mrs Hazel D., 1034 Leighton Ave., Los Angeles 37  
 Spooner, Fred K., 651 N Central Ave., Stockton 21  
 Stahlem, Mrs Evelyn McInnes, 3328 Olive St, Huntington Park  
 Starr, A G., 1963 Oakview Dr, Oakland 2  
 Stearns, Oletha, 1524 Martel Ave., Los Angeles 46  
 Steele, Elizabeth, 1125 Appleton St, Long Beach  
 †Steelhead, Bert F., 523 Clement Dr, Glendale  
 Stephens, Maxine C., Box 1014, Quincy  
 †Stevens, Mrs Kathleen H., 5266 Village Green, Los Angeles  
 †Stevenson, Gordon K., 4722 Bancroft St, San Diego 4  
 Stewart, Mrs. Emma P., 2271 Chestnut Dr., Long Beach 6  
 Stewart, Hugh B., Box 26, Arcata  
 Stewart, Margaret E., 301 N Marengo, Alhambra  
 Stockwell, Mrs Vesta, Box 912, Vallejo  
 Stoebe, Wallace T., Central School, Cucamonga  
 Stone, Barbara Lindsay, Kenmore School, Baldwin Park  
 Storey, Mrs. Edith, 727 Palm St, Fresno  
 Stover, John E., Box 483, Terra Bella  
 Strand, Bernard J., 812 E Laurel, Compton  
 Sullivan, Charles L., Dist. Supt Elem Schools, Fairfield  
 Sullivan, Elizabeth M., Box 16, Chula Vista  
 Supple, Mary H., Grant School, San Francisco 15  
 Suprenand, Mrs Alice, 215 N Santa Anita St, San Gabriel  
 Sutherland, L. E., 524 Palisades St, Pasadena  
 †Sutton, Lulu H., Novato  
 †Swan, Mrs Ione D., 1967 Cheremoya, Los Angeles 28  
 †Swarthout, Capt. Walter E., 226 Ordinance Base Depot, APO 331, c/o Postmaster, San Francisco  
 †Sylvester, Helen K., 1242 23rd St., San Diego 2  
 Tarbell, Mrs. Della R., 10268 La Tuna Canyon, Roscoe  
 Teach, Charles Elden, High School Bldg, San Luis Obispo  
 Teggner, Etta H., 401 Burrows St., San Francisco 24  
 Teubner, Mrs. Vivien E., 10268 Cheviot Dr., Los Angeles 34  
 Thatcher, Mrs. Mollie H., Wilshire School, Fullerton  
 †Thomas, Carl D., 501 N. Santa Anita Ave., Arcadia  
 Thomas, Mrs Irma, Bryant School, Long Beach 4  
 Thomas, Mildred L., 252 N Bennett, Box 638, Fontana  
 Thompson, Mrs Rose V., 1616 Garth Ave., Los Angeles 35  
 Thornquist, Mrs. Marie H., 339 N. Harvard Blvd., Los Angeles  
 Thyberg, Clifford S., Union School, Saugus  
 Tierney, Mrs. Elizabeth D., 738 S. Mariposa, Los Angeles 5  
 Tullman, Florence, 1707 West St., Oakland 12  
 Tingley, Grace W., 5120 Earl Dr., La Canada  
 Tinkham, Mrs. Myra, 1352 S. Dunsmuir, Los Angeles 35  
 Toy, Miss A. C., 1100 E. Green St., Pasadena 5  
 Trillingham, C. C., Co. Supt. of Schools, 808 N. Spring St, Los Angeles 12  
 Trittenbach, Mrs. Mary, 251 Dorantes Ave., San Francisco 16  
 Troeger, Dorothy E., 332½ N. Sycamore Ave., Los Angeles 36  
 Tudbury, Mrs. Ethel W., 1891 San Juan Ave., Berkeley 7  
 Ulrich, Robert P., Burbank School, San Bernardino  
 Upton, Anne Hale, 3088 N. Fair Oaks, Altadena  
 Van Amburgh, Leila E., 2116 Naomi, Arcadia  
 Van de Mark, Mrs. Della, 8000 Birch St., Oakland 3  
 Van Dyke, Mrs Edna S., 10365 Blythe Ave., Los Angeles 34  
 †Vans, Mrs. Oda Beardsley, 1051 Magnolia Ave., Gardena  
 Vestal, Bernice, 327 E. Maple, Orange  
 Voight, Mrs Nila T., 4235 Riverton Ave., North Hollywood  
 †Wacaser, Mrs. Helen D., 4962 Iowa Ave., Fresno  
 Waddell, Mary C., 224 14th St., Manhattan Beach  
 Waite, Nettie S., 712 Walnut St, Norwalk  
 Waldo, Raymond B., 10543 Plainview Ave., Tujunga  
 Walker, A Roland, 1667 Loma Vista St, Pasadena 7  
 Wall, Erla, 108 Fifth St., Antioch  
 Wallace, Irvin, 1196 Gulf Ave, Wilmington  
 †Walter, Robert Bruce, 434 N Del Mar St., San Gabriel  
 Ward, Elbert W., 419 E Alameda St., Downey  
 Warren, Elizabeth S., 130½ S. New Hampshire, Los Angeles 4  
 Wasum, Clara E., 2203 Downey St, Modesto  
 Watkins, Mrs. Lillian M., 2030 E. Orange Grove Ave., Pasadena 7  
 Webster, Mrs. Barbara M., 716 Virginia Ter., Santa Paula  
 Weiser, Anna E., Box 263, Bakersfield  
 †Welday, Samuel O., 2117 Chapala St., Santa Barbara  
 †Weller, Louise E., 3544 Texas St, San Diego 4  
 Wemken, Nellie Opal, 633 Heliotrope Dr., Los Angeles  
 †Wennerberg, Herbert, 2224 Glencannon Dr., Whittier  
 Whedon, Mrs Marion, Los Felix School, 1740 N. New Hampshire, Los Angeles  
 Whigam, Mrs. Helen Zak, 33 Crestlake Dr., San Francisco 16  
 White, Clara H., 2735 Union St, San Francisco  
 White, Francis J., 333 Palm Ave., Woodlake  
 Whitman, Kermit D., Mark Twain School, Long Beach 8  
 Wickens, Lewis A., 5801 Magnolia Ave., Riverside

Widemann, Grace V., Box 134, Gonzales  
 Wierwille, Winifred, 602 Sixth St., San Bernardino  
 Wilby, Frank A., Box 55, Mojave  
 Willett, Mary E., Dover Street School, San Pablo  
 Willey, Walter O., 10843 Rochester Ave., Los Angeles 24  
 Williams, Mrs. Ella S., 3490 Rowena Ave., Los Angeles  
 Wilms, Robert J., 5391 Huntington Dr., N. Los Angeles  
 Wilson, Amber M., 4130 Grandview, Culver City  
 Wilson, Mrs. Eleanore, 255A Nieto Ave., Long Beach 3  
 Wilson, Harlan L., 3052 Curlew St., San Diego 1  
 Wilsoo, Mrs. Imogene P., Rt. 1, Box 504, Chula Vista  
 Wilson, Ira C., Signal Hill School, Long Beach 6  
 Wilson, James Fred, 4575 Alice St., San Diego  
 Wilson, Mrs. Myrtle B., 417 29th St., Oakland 9  
 Wilson, Mrs. Rachel K., 5330 Ninth Ave., Los Angeles 43  
 Winters, Mrs. Louise R. V., 143 N Coronado St., Los Angeles 26  
 Wolf, Ruth E., 1821 E. San Vicente St., Compton  
 Wonders, Winifred M., 333 E. Esther St., Long Beach 6  
 Wood, Maevie B., Danville  
 Woodfin, Miss Joseph W., Maxwell Park School, Oakland 2  
 Woodmansee, Gertrude, San Fernando School, San Fernando  
 Woodworth, Ira R., Lincoln School, Tulare  
 †Wooley, Mrs. Cora E., Box 693, Sta. H., Los Angeles 44  
 Wrenke, Helen, 3154 Huntington, Fresno  
 Wright, Helen R., 1118 McDonald Ave., Santa Rosa  
 Wright, Thelma L., 55 S. Parkwood Blvd., Pasadena 8  
 Wright, Thomas, Dailey School, Fresno  
 Yost, Mrs. Marcella, 237 Oakmont Ave., N. Sacramento 15  
 †Young, Sarah L., 2451 Seminary Ave., Oakland  
 †Zimmerman, F. B., 3500 Mountain Blvd., Oakland  
 †Zook, Carl S., 4336 Jellet St., San Diego 10  
 Zurcher, Lucille J., 260 Orange St., San Bernardino

## COLORADO

Adams, Doris, 61 S. Eighth Ave., Brighton  
 Alberico, Lena, Bradford School, Pueblo  
 Anderson, William H., Jr., 1479 S. Clayton St., Denver 10  
 Andrews, S. M., Supt. of Schools, Walsenburg  
 Arnold, Leta, 2103 S. High St., Denver 10  
 Asfahl, W. D., 965 S. University, Denver 9  
 Bartwell, Carl E., 1867 S. Gilpin St., Denver 10  
 Baulesh, Robert, Hinsdale School, Pueblo  
 Bean, Mrs. Winifred Rose, 445 E. 13th Ave., Denver 3  
 Beardsley, Inez, Airline Apt. 17, Greeley  
 Beattie, G. H., Rt. 2, Box 55, Ft. Lupton  
 Bennett, Aubrey T., 2223 Kearney, Denver 7  
 \*Bergner, Merton, Hillcrest Manor, Grand Junction  
 Berryman, Eleanor, 906 Grand, Grand Junction  
 Besse, Mrs. Hilda, 337 Gunnison Ave., Grand Junction  
 Biddick, Mildred, 1561 S. Emerson St., Denver  
 Braun, Julia, Lincoln School, Pueblo  
 †Brown, Ethel L., Ivywild School, Colorado Springs

Bruns, Mrs. Mary J., 2357 Dexter St., Denver 7  
 Burger, Orville B., Grade School, Ault  
 Burley, Laurence C., Central Platoon School, Brush  
 Bush, Norris, 1074 S. Franklin St., Denver 9  
 Cochran, John W., Erkenbeck School, Johnstown  
 Coffell, Agnes, Elementary School, Windsor  
 Coleman, Mrs. Geneva E., Dir. of Elem. Educ., Junior High School Bldg., Ft. Collins  
 Couey, Edna, 624 Tillotson Ave., Trinidad  
 Cristiano, Victoria A., Strack School, Pueblo  
 Crook, Leeta, La Porte Avenue School, Ft. Collins  
 Crozier, Ruth, 402 S. Main St., Lamar  
 Dalbey, Hazel R., 1411 12th Ave., Greeley  
 Dalton, Ruth E., Aurora Elementary School, 16th & Florence, Aurora  
 Davies, Bronwen, Santa Fe School, Trinidad  
 Davis, Mrs. Frances, 3516 St. Paul St., Denver 5  
 Davis, Robert L., Steele School, Colorado Springs  
 Demmon, Irvin, Washington School, Boulder  
 Doull, Frances R., 1250 Logan St., Denver 3  
 Elliott, Marvin D., Bessemer School, Pueblo  
 Ellis, Douglas B., 1200 Newport St., Denver  
 \*Fitzpatrick, Jessie K., 936 Mapleton Ave., Boulder  
 Fransen, Forest J., 27 Vrain, Denver 3  
 Goldman, Edythe R., 6100 Montview Blvd., Denver 7  
 Gowans, Margaret, 220 E. Laurel St., Ft. Collins  
 Hall, Dorothy M., 703 Polk St., Pueblo  
 Hambrick, F. L., Colorado State College of Education, Greeley  
 Hamilton, Dwight, Columbia School, Colorado Springs  
 Harvey, Mrs. Robert, Elementary School, Idaho Springs  
 Hayden, R. G., Johnstown  
 Hays, Mrs. Catherine D., 1000 S. Steele St., Denver  
 \*\*Hellstern, Edna, 323 Polk St., Pueblo  
 Henry, Edith M., 700 Cherry, Denver 7  
 Herrington, Eugene H., Exec. Com., Dept. of Elem. School Prin., Natl. Educ. Assn., 1301 Forest St., Denver  
 \*Hightower, Mrs. Nellie, 746 D St., Salida  
 Hoffman, Kathryn E., 1706 Athens St., Boulder  
 Holmes, Ethel, 2610 S. Sherman St., Denver 10  
 Irish, Mrs. Jean, Washington School, Ft. Collins  
 Jacobs, Clara M., Jordan Apt. B-9, Pueblo  
 Johnson, C. T., Fountain School, Pueblo  
 Kearns, Mary B., Central School, Monte Vista  
 Kircher, Mary C., 1439 Detroit St., Denver 6  
 Kirk, Paul L., Asst. Supt., Dist. 60, 119 Colorado Ave., Pueblo  
 Kroenke, Richard G., Grade School, Littleton  
 Larson, Ruth, 1104 N. 12th St., Grand Junction  
 †Lind, Nellie V., Washington Park School, Denver 10  
 Lindsay, Mrs. Reba, Columbian School, Trinidad  
 Lindsey, Mona, 208 Ash St., Yuma  
 Lines, Gene, 832 Berkeley, Pueblo  
 Lyle, Eugene F., Carlisle School, Pueblo  
 MacFarlane, Hazel M., Park View School, Pueblo  
 Malins, Edith S., 2265 Forest St., Denver 7  
 Martin, John, 1445 N. Seventh St., Grand Junction  
 Martz, A. J., 3030 E. 17th Ave., Denver 6  
 Matthiesen, F. H., Bristol School, Colorado Springs  
 McCoy, Minnie, 1089 S. Ogden St., Denver 9  
 McKay, Mrs. Edna A., Lincoln School, Ft. Morgan

McPherron, Wilfred I., 215 S. Maple, Trinidad  
 McPhetres, M. A., 1638 Ninth St., Boulder  
 Miles, Helen E., 1555 Glencoe St., Denver 7  
 Miller, Eugene, Columbian School, Los Animas  
 \*Morgan, Kathryn J., 1101 N. Corona, Colorado Springs  
 Morton, Max D., 3002 Morris St., Pueblo  
 Nicholson, Harry, Mitchell School, Denver  
 Noce, Lillian, 3726 Valjejo St., Denver 11  
 \*O'Dea, Margaret, 220 E. Laurel St., Ft. Collins  
 Oetting, Franklin H., Somerlid School, Pueblo  
 Patton, Mrs. Cleo, Box 405, Manzanola  
 Paul, Earl A., 936 S. Elizabeth St., Denver 9  
 Place, Albert, 941 Fillmore St., Denver 6  
 Peck, Mrs. Genevieve S., 736 Race St., Denver  
 Peter, Robert C., Box 265, Ft. Lupton  
 Peterson, Carrie M., 75 S. Emerson St., Denver 9  
 Queree, Pearl, 2914 W. 29th Ave., Denver  
 Ragsdale, R. H., Helen Hunt School, Colorado Springs  
 Reiva, James T., 614 Ogden St., Denver  
 Rishel, John B., 1390 S. Josephine St., Denver  
 \*Robb, J. G., Central School, Ft. Morgan  
 Scharton, Leo G., Keating Junior High School, Pueblo  
 Schumann, Roy, Rt. 1, Grand Junction  
 \*Scott, F. F., Park School, La Junta  
 \*Scott, Wilma M., 1717 Tenth Ave., Greeley  
 Slavens, Leon E., 1315 Grape St., Denver  
 Sprague, Mrs. Lillie E., 1375 Lincoln, Denver  
 Standefer, Roger F., 611 Gaylord, Pueblo  
 Stevens, Manley H., Franklin School, Sterling  
 Stone, Edythe L., Harris School, Ft. Collins  
 \*Storey, Mrs. Ethel M., 111 W. Walnut, Lamar  
 Sweet, Mayme A., Mitchell School, Denver 5  
 Taylor, Laura Andrews, Riverside School, Pueblo  
 Turner, Anis, 727 Glenwood, Grand Junction  
 \*Turney, Edna, Sargent School, Monte Vista  
 Ulmeyer, Richard W., 2050 Leyden St., Denver  
 Vikan, Walter L., Supt. of Schools, Brighton  
 Williamson, C. H., Laurel Street School, Ft. Collins  
 Wills, William W., 543 S. Vine, Denver 9  
 Winkler, Pauline, 24th Street School, Denver  
 Wolf, George H., 335 Gunnison, Grand Junction  
 Yardley, Hattie F., Box 519, Greeley  
 Yordy, Alvin R., 130 S. Lafayette, Denver 9

## CONNECTICUT

Adams, Dorothy R., Long Lots Rd., Westport  
 Ahlquist, Harold C., Garden School, Stratford  
 Anderson, May F., 396 Main St., Norwalk  
 Ayres, Alice M., 210 N. Oxford St., Hartford 5  
 Banks, Elizabeth V., 2477 Brouson Rd., Fairfield  
 Barrows, Mildred K., 162 Francis St., New Britain  
 Baumgardt, Maude, Wintergreen Ave., Hamden  
 Beecholz, Mathilda A., Warner School, Woodbridge 15  
 Bernhardt, Mabel A., Booth Free School, Roxbury  
 Bestick, Grace V., 227 Wells St., Bridgeport  
 Blackmer, Victor A., 64 North St., Danbury  
 Blaha, Dr. M. Jay, University of Connecticut, Storrs  
 Boyhan, Justine M., 827 Elm St., New Haven 11  
 Brennan, Joan H., 19 Marvel Rd., New Haven 15  
 †Brennan, Katharine A., 182 Lloyd St., New Haven 13  
 Bridgett, Alice E., 654 N. Colony Rd., Wallingford  
 Brown, Catherine B., Longfellow School, Bridgeport 5  
 Brown, Helen F., 80 Wheeler St., Winsted  
 Brown, Stephen W., 151 Broad St., Stamford  
 Bruce, Anna M., Berlin  
 Burch, Paul, Lakeville  
 Burns, Constance, 86 Fourth St., Bridgeport  
 Butler, A. Louise, 84 Euclid Ave., Waterbury 30  
 Carrigan, May V., 458 Washington Ave., West Haven 16  
 Carrington, Ralph W., 59 Bonair Ave., Waterbury  
 Carroll, Elizabeth, Helen Street School, Hamden 14  
 Casner, Mabel B., Colonial Park School, West Haven 16  
 Chapman, Mrs. Esther, Hicks Memorial School, Tolland  
 Clancy, Harriette F., 54 Westland St., Hartford  
 \*Clarke, Minnie B., Burritt School, New Britain  
 \*Collins, May H., 46 Alger Pl., New London  
 Condon, Anna A., 74 Garden St., Stamford  
 Condon, Mrs. Hazel M., Middlefield School, Middlefield  
 Congdon, Mary E., 221 Woodlawn Ter., Waterbury  
 Cooper, J. Louis, University of Connecticut, Storrs  
 Cotter, Hazel A., 33 Avon St., New Haven  
 Creamer, Dorothy, 67 Pythian Ave., Torrington  
 Cullen, Mae T., Rubber Avenue School, Naugatuck  
 Curran, Katherine H., 162 Bunker Ave., Meriden  
 Darrow, Mrs. Harriet L., Main St., Westport  
 DeMar, Mrs. Alice J., 40 High St., South Glastonbury  
 Demmons, Mrs. Vincenza P., 63 Clark St., New Haven 11  
 Desmond, D. Giles, Box 94, Tariffville  
 Donadio, Rose, Brushy Plain, Branford  
 Donohue, Elizabeth, Columbus School, South Norwalk  
 Donovan, Anna C., 32 Girard Ave., Hartford 5  
 Donovan, C. G., Macdonough School, Middletown  
 Doran, Gertrude A., Dept. of Educ., Waterbury  
 Dorsey, Margaret M., 95 Harmony St., Bridgeport  
 Doyle, Ernest J., Center School, Bloomfield  
 Driscoll, Ann, Jewett City  
 Dubay, Modeste E., 72 East St., Rockville  
 Eames, Butler M., Dwight School, Hartford 6  
 Egan, Helen T., Anderson School, Waterbury 42  
 Elliott, Clarence H., 138 Larrabee St., East Hartford  
 Embhof, Mrs. Margaret J., 59 Burr St., West Hartford 7  
 Fagan, Anna E., Bd. of Educ. Office, Waterbury 22  
 Fallows, Mary E., Grove Street School, East Berlin  
 Fanning, Mary A., Washington Rd., Woodbury  
 Farrington, Ervin S., South Avenue School, New Canaan  
 Feldman, Doris V., Newhall Street School, Hamden  
 Fenton, Julia, Roosevelt School, Bridgeport 4  
 Ferguson, Mrs. Martha F., Hartford Tpke., North Haven  
 Finnegan, Joseph L., 66 Trumbull St., New Haven  
 Finnigan, Alice R., 516 Orange St., New Haven 11  
 Fisher, Royal O., Box 1, Moodus  
 Fitzpatrick, Loreto, 809. Highland Ave., Waterbury 44  
 Fitz Simons, Margaret, Roger Sherman School, 765 Elm St., New Haven

- Foberg, Ann V., 43 Harrison St., New Britain  
 Franchina, Joseph J., Jr., Rice School, Stamford  
 Freeman, Edward S., 34 Powell Pl., Stamford  
 French, Harold R., Jennings School, Bristol  
 Furey, Marguerite E., Sarah Rawson School, 260 Holcomb St., Hartford  
 Gallagher, Grace H., 1069 Wells Pl., Stratford  
 Garber, M. Delott, New Park Avenue School, Hartford 6  
 Goebel, Martha, Newfield School, Bridgeport  
 Goodfield, Alvin G., The Hill School, Redding  
 \*Gough, Leighton B., Box 33, Lebanon  
 Granstrom, Esther, Green School, Manchester  
 Gray, Caro M., 60 High St., Bristol  
 Greenman, Gladys M., 137 Mason St., Greenwich  
 Griffin, Frances, 49 Hemingway Park Rd., Watertown  
 Grimes, Josephine, 405 Main St., West Haven 16  
 Haggerty, Earl J., Brookside Manor, Broad Brook  
 Hart, Harry T., 72 St. George Ave., Stamford  
 Hazeltine, Rheta Hall, Glen Parkway School, Hamden  
 Hicock, Mrs. H. W., Humiston School, Cheshire  
 Holm, Elvira E., Mt. Carmel School, Hamden  
 Holroyd, Ida G., 33 Dora Circle, Bridgeport 4  
 Horberg, Mrs. William, Boulder Ridge, Rt. 3, Danbury  
 Hugenberg, Laura B., McKinley School, Bridgeport 7  
 Idleman, Hills K., Supt. of Schools, East Hartford  
 Jackson, Agnes, Hop Brook School, Naugatuck  
 Johnson, Abel E., Smalley School, New Britain  
 \*\*Jourd'an, Caroline C., 102 W. Main St., Branford  
 Judd, Edwin B., 422 Farmington Ave., Hartford 5  
 Judge, Sister Mary Edmund, St. Patrick's Convent, 267 Franklin St., New Haven 11  
 Kelley, Maude S., 273 Sherman Ave., New Haven  
 Kelly, Nora A., Summerfield School, Bridgeport 8  
 Kenney, Anna V., 125 Maple St., New Haven  
 Kirtland, Elizabeth E., Box 200, Yalesville  
 Kleiner, Leah R., 288 Willow St., New Haven 11  
 Kotler, Rose G., Barnum School, Bridgeport  
 Kunkel, Marie J., 79 Ridgefield Ave., Waterbury 54  
 Lahey, Margaret M., Second North School, East Hartford  
 Laing, Anna M., Franklin School, 263 Nichols St., Bridgeport 8  
 Lake, Mildred I., Noah Webster School, 5 Cone St., Hartford 5  
 Leary, Mrs. Dorothy L., Greens Farms School, Westport  
 Leonard, Victor E., Pleasant Valley School, Groton  
 Letts, Malcolm A., Sup. Prin., Middlebury  
 Locke, Myrtle H., Ivoryton  
 Lyon, Louisabelle, Stratfield School, Fairfield  
 Lyons, John H., Box 142, Thompsonville  
 Mackinnon, Eleanor B., Vance School, New Britain  
 \*Malcolm, Elizabeth R., 181 Blake St., New Haven  
 Mallon, Jane, Washington School, Bridgeport 4  
 Mann, Geraldine, Center School, Wilton  
 Markscheffel, George F., Old Greenwich School, Old Greenwich  
 Martin, Alatheia, 31 Harrison St., New Britain  
 McCall, Harold, Vine Road, Springdale  
 McCartin, John J., Wapping School, Wapping  
 McDermott, Millicent R., Nathan Hale School, New Haven 13  
 McDonnell, Julia M., Southwest School, Torrington  
 McLoughlin, Anna E., Benton School, New Haven 15  
 McMahon, Mary M., Forbes School, Torrington  
 McNerney, Mary, Maple Street School, Seymour  
 McTernan, John W., 132 Ocean Ave., New London  
 Mendel, Augusta, Sheridan School, Bridgeport 6  
 Mettling, Rose, 126 E. Pearl St., Torrington  
 Michelson, Mrs. Ethelyn, 100 Eaton St., Bridgeport  
 Miller, Mrs. Ethel H., Baker School, Darien  
 Mooney, Mary J., 784 Elm St., New Haven 11  
 \*Moroney, Helen G., Salem School, Naugatuck  
 Mulvey, Theresa, Grammar School, Westbrook  
 Murphy, Jane A., Elm Street School, Stamford  
 Murphy, Katherine T., 34 Suburban Ave., Stamford  
 \*Murphy, Mary E., Nathan Hale School, Fairfield  
 Murray, Jane E., 48 South St., Waterbury  
 Newbury, Gladys B., 168 Laurel Hill Ave., Norwich  
 Nielsen, Esther L., 75 Haddon St., Bridgeport  
 O'Brien, Ruth, 40 Trinity St., New Britain  
 O'Hara, Charles J., 737 Edgewood Ave., New Haven 15  
 O'Hara, Dr. James I., Supt. of Schools, Derby  
 O'Loughlin, Florence, 24 Carroll Ct., Naugatuck  
 Pascale, Mrs. Mollie M., Columbus School, New Haven  
 Patterson, Helen L., West Avenue School, South Norwalk  
 \*Pearson, Mrs. Isabelle M., Riverton Rd., Winston  
 Pease, Eva B., 6 Concord St., West Hartford  
 Penrose, E. Hazel, Oak Street School, Naugatuck  
 Privelis, Albert A., 237 Blake St., New Haven  
 Porter, P. G., Patterson School, Bristol  
 Preusser, Helen E., Fitch School, East Norwalk  
 Putnam, Elmore K., Center School, Rocky Hill  
 Rakieten, Helen, 808 Elm St., New Haven  
 \*Ramsdell, Raymond E., Maple Street School, Rockville  
 Rattelsdorfer, Bessie J., Woolsey School, New Haven 13  
 Reilly, John C., Box 182, Willimantic  
 Reynolds, Martha E., 12 Ann St., Norwich  
 †Richards, Dr. R. Heber, Supvr. Elem. Educ., Teachers College of Connecticut, New Britain  
 Rickard, Anna E., 361 Brooklawn Ave., Bridgeport 5  
 Rigney, Sadie F., 70 Linden St., Waterbury 1  
 Robb, Ethel M., Buckland School, Buckland  
 Robinson, Pauline E., 281 N. Washington Ave., Bridgeport 4  
 Rock, Margaret M., Nathan Hale School, Bridgeport 4  
 Sansone, Josephine, 96 Marvel Rd., New Haven  
 Satterlee, O. Ward, Elementary School, Old Greenwich  
 Schumann, Lezzett, Sherman School, Fairfield  
 Seekamp, Carla M., Box 283, Wallingford  
 Seeley, Lila J., Grasmere School, Fairfield  
 Sheridan, Bessie M., 189 Williams St., New London  
 Sherman, Esther, Hallen School, Bridgeport  
 Shields, Mary E., Greenville School, Norwich  
 Simpkins, Robert J., Hendrie Avenue School, Riverside  
 Sistare, Grace M., Winthrop School, New London  
 Skehan, Anna M., 81 Waterville St., Waterbury 76  
 Smith, Florence E., Seymour School, West Hartford

## LIST OF MEMBERS

Smith, Frances R., 416 Winthrop Ave., New Haven 11  
 Smith, Minnie H., 201 Center St., West Haven 16  
 Smolensky, Zenia, 90 Ivy St., Branford  
 Spino, Mrs S L., 12 Waite St., Hamden 14  
 Stanton, Lura W., 62 Bunker Hill Ave., Waterbury 37  
 Steele, Julia M., 45 Holbrook St., Ansonia  
 Steele, Sister Mary Coletta, 75 Highland St., New Haven 5  
 Steele, Sarah M., 64 Filbert St., New Haven 14  
 Steucke, Regina, 317 Fairmont Ter., Bridgeport  
 Stevens, Ralph S., Bailey Ave., Yalesville  
 Sturke, Robert C., Grammar School, Essex  
 Tansey, Cecilia M., 40 Perkins St., New Haven 13  
 Thatcher, Florence M., 1115 Chapel St., New Haven 11  
 Thibadeau, Charles R., 151 Broad St., Stamford  
 Thompson, Audrey M., Hindley School, Darien  
 Torrant, Anne V., 10 Canal St., Plainville  
 Troy, Lulu, McKinley School, Fairfield  
 Umberger, Willis H., Supt. of Schools, Old Lyme  
 Vogel, Edith, Jefferson School, Norwalk  
 Wakeley, Mildred A., Center School, North Haven  
 Wallace, Mrs Elizabeth K., Edwards Street School, New Haven  
 Welsh, May, 625 Orange St., New Haven 11  
 Wesolowski, John C., 360 Humphrey St., New Haven 11  
 Wexler, Isadore, 726 Elm St., New Haven  
 White, Mary M., 35 Davis St., New Haven 15  
 Wilbur, George Henry, 46 Church St., Newington  
 Williams, Lillian A., Holland Hill School, Fairfield  
 Williamson, Mildred, 342 Thames St., Groton  
 Young, Augustus W., Box 455, Forestville

## DELAWARE

Adams, Courtney J., Elbert School, Wilmington  
 Burns, Ethelyn, Elementary School, Rehoboth Beach  
 Dehan, Mary J., 814 N. Jackson St., Wilmington 32  
 Dennison, Mary C., 1106 Jefferson St., Wilmington 9  
 Dredden, George E., Box 362, Bridgeville  
 \*Dugan, Mrs Elva M., 1309 W Eighth St., Wilmington 32  
 Edwards, Mrs Sophie J., 1510 W Sixth St., Wilmington 163  
 Goslee, Charles N., 111 Coleman Ave., Lewes  
 Holberg, Dorothy E., Alexis I. DuPont School, Wilmington  
 Jones, Allen L., Rose Hill School, New Castle  
 Keller, Earl R., Oak Grove School, Elamere 182  
 Lechrone, Ellis K., Supt. of Schools, Middletown  
 Neagley, Ross L., Supt., Mt Pleasant School Dist., Wilmington 280  
 Nichols, J. Herbert, N E Sixth St., Milford  
 Ratledge, A. Katherine, Townsend  
 Riggins, M. Grace, 437 S. Union St., Wilmington 129  
 Shields, R. A., Supt. of Schools, Lewes  
 Stahl, H. E., Supt. of Schools, Claymont  
 Vansant, Joseph A., Supt. of Schools, Rehoboth Special School Dist., Rehoboth Beach

## DISTRICT OF COLUMBIA

Albert, Mrs L C., 3121 Sherman Ave., N W, Washington 10

## (District of Columbia) 267

Alphin, Mrs. Ida Z., 2228 N St., N.W., Washington 7  
 Andrews, Elizabeth, 1458 Columbia Rd., N W, Washington 9  
 Armes, Mrs. Ella D., Benning School, Minnesota Ave. and Benning Rd., N E, Washington  
 Baker, Mae T., 1225 Fairmont St., N W, Washington 9  
 Ballenger, Lou E., 1801 16th St., N W, Washington 9  
 †Barnett, Dr Glenn E., Asst Sec'y, Educ. Pol. Commission, Natl. Educ. Assn., 421 Allies Rd., Washington 20  
 Bishop, Mrs Angella B., 1903 15th St., N W, Washington 9  
 †Booker, Dr Ivan A., Asst Dir., Research Div., Natl. Educ. Assn., 1201 16th St., N.W., Washington 6  
 Bowes, Mrs. Fern, West School, Farragut St., Washington 11  
 Bricker, Kathryn M., 4704 Overbrook Rd., Washington 16  
 Brown, Mrs. Maude K., 409 Hobart Pl., N W, Washington 1  
 Browne, Mrs Edna S., 1316 Girard St., N.W., Washington 9  
 Bush, Grace, 922 F St., N E, Washington 2  
 Callas, Eliza, 5507 Fourth St., N W, Washington 11  
 Christie, Mrs Mary E., 1439 Spring Rd., N W, Washington 10  
 Clark, Eugene A., Miner Teachers College, Georgia Ave. and Euclid, N W, Washington 1  
 Conway, Mrs Marguerite S., Brent Dent School, Third and D Sts., S.E., Washington  
 Cook, Mrs Dorothea A., 3060 16th St., N W, Washington 9  
 Cornell, Mrs Florence N., John Quincy Adams School, Washington 9  
 Cramer, Mrs Bessie Wood, Wheatley School, Montello Ave. and Neal St., N E, Washington 2  
 Crook, Anna M., Bryan School, 13th and B St., S E, Washington 3  
 Crook, Ella M., Wallach School, Eighth & Pennsylvania, S E, Washington 3  
 Davis, Dr., Mary Dabney, Senior Specialist, Nursery-Kdgn.-Primary Educ., U S Office of Educ. Tempo "M" Bldg., 26th and Water Sts., N. W., Washington 25  
 Dick, Ruth E., Hyde School, 32nd and O Sts., N W, Washington 7  
 Dore, Bernadette L., 2725 31st St., N. W., Washington 8  
 †Eaves, Dr Robert W., Sec'y, Natl. Com. on Safety Educ., Natl. Educ. Assn., 4204 46th St., N. W, Washington 16  
 †Edwards, Edward J., Jr., 5225 Blaine St., N. E, Washington 19  
 Elam, Mrs Alice M., Bundy School, 429 O St., N. W., Washington  
 Elreda, Sister Mary, S.N.D., C. U. Campus School, 920 Varnum St., N. E, Washington 17  
 Ewers, Alys H., 3708 Jocelyn St., N W, Washington  
 †Finlayson, Mrs. Alice B., 654 Girard St., N. W, Washington 1  
 Fryer, Thelma E., Keene-Rudolph School, Blair and Riggs Rds., N. E, Washington 11  
 Givens, Dr Willard E., Exec. Sec'y, Natl. Educ. Assn., 4329 Blagden Ave., N. W., Washington 11  
 Goodykoontz, Dr. Bess, Dir. Div. of Elem. Educ., U S Office of Educ., Washington 25  
 Gray, Robert R., 5801 Sheriff Rd., N E, Washington 19  
 Green, Elsie E., Whittier School, Fifth and Sheridan Sts., N W, Washington 11

- Green, Mrs. Rosetta B., 1020 Seventh St., N. E., Washington 2
- Haas, Mrs. Frances, 7615 Eastern Ave., Washington 12
- Hardesty, Leila V., District Heights School, 801 County Rd., Washington 19
- Henderson, Mary A., 2412 Observatory Pl., N. W., Washington 7
- Hickman, Clara, Hardy School, Foxhall Rd. and Q St., N. W., Washington 7
- Hiscox, Nell Fremont, 1820 Upshur St., N. E., Washington 18
- †Hubbard, Dr. Frank W., Dir. Research Div., Natl. Educ. Assn., 1201 16th St., N. W., Washington 6
- Hughes, Mrs. Louise R., 2310 Connecticut Ave., N. W., Washington 8
- Huntton, Mrs. Evelyn L., 1222 Kenyon St., N. W., Washington 10
- Hutchins, Dr. Clayton D., 3680 38th St., N. W., Washington 16
- Kyle, May T., 2129 32nd St., S. E., Washington 20
- Lacy, Bessie K., Petworth School, Eighth and Shepherd Sts., N. W., Washington 11
- Lindahl, Frances T., 708 Kennedy St., N. W., Washington 11
- Little, Dr. Ruth Coyner, Asst. Editor, *Journal of Natl. Educ. Assn.*, 1201 16th St., N. W., Washington 6
- Lockwood, Margaret M., Horace Mann School, Newark and 45th Sts., N. W., Washington 16
- Mackintosh, Dr. Helen K., Specialist in Upper Grades, Div. of Elem. Educ., U. S. Office of Educ., Washington 25
- Malone, Mrs. L. S., 654 Girard St., N. W., Washington 1
- McMurdock, Mrs. Bertha J., 1250 Irving St., N. E., Washington 17
- McNamara, Mrs. Hazel G., Westbrook School, Baltimore Ave. and Allen Rd., Washington 16
- Moore, Margaret, Blair Hayes School, Sixth and I Sts., N. E., Washington 2
- Myers, Edwin C., Syphax School, Half and N Sts., S. W., Washington
- †Newcomb, Laurence C., 4417 Garfield St., N. W., Washington 7
- O'Hara, Elizabeth, 5407 32nd St., N. W., Washington 15
- Painter, Florence M., 5411 Nebraska Ave., N. W., Washington
- Patterson, Margaret K., Fillmore-Hearst School, 37th and Tilden Sts., N. W., Washington
- Payne, John C., 654 L St., N. E., Washington
- Perry, Mrs. Louise H., 1804 Bay St., S. E., Washington 3
- Petty, Mrs. Mary A., 507 Quackenbos St., N. W., Washington 11
- †Pinkston, Eva G., Exec. Sec'y, Dept. of Elem. School Prin., Natl. Educ. Assn., 1201 16th St., N. W., Washington 6
- Pitts, Dr. Clara L., 1705 Kenyon St., Washington 10
- Ramey, Elizabeth M., Peabody School, Fifth and C Sts., N. E., Washington 2
- \*Roby, Mrs. Maud F., Shepherd School, 14th and Kalmia Rd., Washington 12
- Samuelson, Dr. Agnes, Asst. Editor, *Journal of Natl. Educ. Assn.*, 1201 16th St., N. W., Washington 6
- Savoy, A. Kiger, Franklin Admin. Bldg., 13th and K Sts., N. W., Washington 5
- Savoy, Mrs. Ruth Gordon, 1834 Vernon St., N. W., Washington 9
- Schaeffer, Mrs. C. J., Ketcham School, 15th and U Sts., S. E., Washington
- Schofield, Lucille D., 2901 Connecticut Ave., Washington 8
- †Shankland, S. D., 2830 Rittenhouse St., N. W., Washington 15
- Shugrue, Mrs. Alma M., Kingsman School, 14th and E Sts., N. E., Washington 2
- Smith, Mrs. Josephine C., 1948 Second St., N. W., Washington
- Steinle, Marie K., Brightwood School, 13th and Nicholson Sts., Washington 11
- Stohman, M. Helen, 4701 Connecticut Ave., Washington 8
- Taliaferro, Julia C., Blow School, 19th and Benning Rd., N. E., Washington
- Timberlake, Josephine B., 1537 35th St., N. W., Washington 7
- Tripp, Dorothy L., Langdon School, 20th and Franklin Sts., N. E., Washington
- Trusheim, Eva M., Congress Heights School, Fifth St. and Nichols Ave., S. E., Washington 20
- Wakeman, Mrs. Laura J., 4817 46th St., N. W., Washington 16
- Wallace, Florence C., 1810 Randolph St., N. E., Washington 18
- Weller, Clara B., 5880 Allentown Rd., S. E., Washington 20
- Werner, Mrs. Myrtle King, 501 E. Capitol St., S. E., Washington
- Whitlock, Sarah O., 3945 Connecticut Ave., Washington 8
- Wiler, Jessie E., 113 Seventh St., S. E., Washington 3
- Williams, Edith M., 5703 14th St., N. W., Washington 11
- Winston, Mrs. Martha, 2670 11th St., N. W., Washington 9

## FLORIDA

- Adams, Anna Lee, Box 667, Sebring
- Anderson, Annie Laurie, 1145 15th Ave. S., St. Petersburg 7
- Anderson, Edith, 214 S. New York Ave., Lakeland
- Armstrong, Lillian, Palm View School, Palmetto
- Ashmore, M. L., Sup. Prin., Bonifay
- Ashmore, Wayne V., Caroline Brevard School, Tallahassee
- Bailey, Frances, 635 40th Ave. S., St. Petersburg
- Bainum, Mary I., 125 24th Ave. S. E., St. Petersburg
- Bandy, Gertie Minta, Central School, Haines City
- Barclay, Mrs. Helen, Rt. 1, Box 285, Lake Worth
- Barnes, Miss Johnnie M., Rt. C, Box 144, Marianna
- Batten, Camilla Louise, Box 23, Penney Farms
- Beal, Beulah, 1940 Silver St., Jacksonville
- Beaman, Annie, 1668 Osceola St., Jacksonville 4
- \*Belcher, Frances, North Ward School, Clearwater
- Benson, Olga D., 1538 S. W. Sixth St., Miami 37
- Bialock, Katherine, Box 162, Lake Hamilton
- Blanton, Mrs. Chloe Ann, Lake City
- Boss, James F., Howard Academy, Box 43, Ocala
- Bradley, Harry M., Faulkner Street School, New Smyrna Beach
- Brelsford, Mrs. Charlotte M., 2101 University Dr., Orlando
- Brewster, Dempsey, The Palms, DeLand
- Bridges, Mrs. O. L., Cove School, Panama City
- Brock, Mrs. Jessie N., Winter Garden
- Brogdon, Nettie E., 605 Ocean St., Jacksonville 2
- Brooks, Mrs. Alma F., 1531 N. W. First Pl., Miami 36
- Brown, Mrs. Grace B., Mandarin
- Brown, Louise, 813 S. E. Second Ct., Ft. Lauderdale
- Prown, Fac R., 836 Cohasset Ave., Lake Wales
- Buchholz, Albert, Cuesta School, Tampa

- Bulloch, Pearl, Edison Park School, Ft. Myers  
 Byrnes, Mrs. Lorraine G., 228 N.W. Tenth Ave., Miami  
 Cameron, Mag. Audrey, Box 597, Ocala  
 Campbell, Gladys, 1152 35th Ave. N., St. Petersburg  
 Capron, Mrs. Clara H., 218 Westminster Rd., West Palm Beach  
 Carey, Albert H., 59-2 Poinciana Pl., Key West  
 Carlton, Mrs. Hazel, Knights  
 Carothers, Mrs. Frances, Box 16, Ruskin  
 Case, Dorothy L., Box 25, 22nd St. Sta., St. Petersburg  
 Cathcart, Jessie N., Wauchula  
 Charles, William L., 1439 Talbot Ave., Jacksonville 5  
 Christian, Mary R., 347 Seaview Ave., Daytona Beach  
 Clarke, Mrs. Myrtice, 207 Walker St., Plant City  
 Claville, Mrs. I. G., Star Rt. C, Ft. Myers  
 Cobbs, Mrs. Gretchen J., Curtis School, Clearwater  
 Coley, Sadie, Box 2063, E. Hill Sta., Pensacola  
 Compton, Mrs. Ruth W., 516 N. Summerlin, Orlando  
 Cone, Mrs. Elizabeth, 3008 Morgan St., Tampa 5  
 Cook, G. T., 820 N. Grove St., Gainesville  
 Cooke, Nellie E., 123 E First St., Jacksonville  
 Cornwright, Ethel M., Marks Street School, Orlando  
 Cox, Mrs. Estelle C., 253 14th Ave N.E., St. Petersburg  
 Coyne, Mrs. Evelyn C., 2629 S.W. Eighth St., Miami 35  
 Crawford, Mrs. W. H., 1602 N Ninth Ave., Pensacola  
 Crenshaw, Mrs. Lillian D., East Side School, Ft. Lauderdale  
 Culver, Mrs. Lola M., 1835 Silver St., Jacksonville 6  
 Cunningham, Mrs. Hannah, Kenly Elem School, Tampa  
 Cudlin, Thena R., Bethune School, Miami 37  
 Daughtrey, Mrs. Blanche H., Ballard School, Bradenton  
 Deal, Mrs. Ruth M., 947 Tangerine Ave S., St. Petersburg  
 †Dean, Katie, 412 S.W. Fifth Ave., Miami 36  
 Delaney, Mrs. Elsie, Riverside School, Miami  
 Dieffenwierth, Julia, 5651 36th St. N., St. Petersburg  
 †Dowdell, Susan, Macfarlane Park School, Tampa  
 Drayer, Erma, Spring Park School, Jacksonville  
 Durrance, C. L., West Central School, Orlando  
 Edwards, Grace B., Phyllis Wheatley School, Miami 36  
 Elkins, Mrs. Annice Davis, Box 350, Kissimmee  
 Elliott, Hazel V., Box 134, Haines City  
 Emery, Harold S., South Bay School, South Bay  
 Engel, Mrs. Mae, North Ridgewood School, Daytona Beach  
 †Erwin, Mrs. Edna B., 812 S. Oregon, Tampa 6  
 Espy, Mrs. Elizabeth M., General Delivery, Perrine  
 Farnsworth, Lucile, Rt. 4, Box 265, Plant City  
 Fisackerly, Mrs. Hester, 3200 St Augustine Rd., Jacksonville 7  
 †Fischer, Mrs. Frances, Gary School, Tampa 5  
 Fogarty, Mrs. Vera R., 1111 11th St. N., St. Petersburg  
 Ford, Charlotte L., Bethune-Cookman College, Daytona Beach  
 Foster, Gladys, 675 N 15th Ave., Pensacola  
 Fowler, W. E., Harris School, Key West  
 Franklin, Mrs. Mary L., 620 N.E. 26th St., Miami  
 Fugate, Mamie L., 545 Margaret Ct., Orlando  
 Furr, Mrs. Era Mae, 725 S.W. Sixth St., Miami  
 Gabriel, Dorothy P., Ft. Meade  
 Geiger, Dr. Albert J., High School, Fifth Ave and 25th St N., St. Petersburg 6  
 Gill, Mrs. Alese, 2028 N.W. Fourth Ct., Miami 36  
 Glass, Nelson S., Elementary School, Winter Park  
 Gleason, Mrs. Edna W., 538 N Summerlin St., Orlando  
 Goulding, R. L., Florida State College, for Women, Tallahassee  
 †Gray, Mrs. Florence, 715 Louisiana Ave., Tampa 3  
 Gray, Mrs. Mary Lou, 5737 Tangerine Ave. S., St. Petersburg 7  
 Green, Mrs. Louise, 3444 Dartmouth Ave. N., St. Petersburg  
 Gwin, Lillian, 2818 Nebraska Ave., Tampa  
 Gulliver, Mrs. Bertha B., Delaney Street School, Orlando  
 Hager, Mabel, Samoset School, Bradenton  
 Hall, Mrs. Eunice, Brownsville School, Pensacola  
 Hamilton, Cecil, 1917½ Larchmont St., Ft. Myers  
 Hamilton, Mrs. Eva B., 2917 E. Lake Ave., Tampa 5  
 Hanft, Mrs. Elise H., Annie Lytle School, Jacksonville 4  
 †Hartman, Mrs. Anne, 4210 Barcelona Ave., Tampa 6  
 Hartman, Emma, 1102 E. Gadsden St., Pensacola  
 Hatchett, Mrs. Marguerite W., 1216 22nd Ave., Hollywood  
 Hayes, Mrs. Lora Belle, 2206 Park Ave., Ft. Myers  
 Helms, Mrs. Mildred, 719 First Ave. S.W., Largo  
 †Hodges, Mrs. Edna F., 1010 Coral St., Tampa 3  
 Hodges, Mrs. Kate E., 624 W. Emma St., Lakeland  
 †Holt, Mrs. Sara Alice, Jackson School, Tampa  
 Hough, Mrs. Lillian P., 122 W. Wisconsin Ave., DeLand  
 Houston, Mrs. E. E., Bryant  
 Hughes, Florence L., 816 Oak St., Jacksonville 4  
 Hurston, Mrs. Alma J., 600 Celery Ave., Sanford  
 Huskey, D. C., Box 509, Ft. Pierce  
 †Ingram, Mrs. Lucille, Jackson Heights School, Tampa 5  
 Jackson, Leroy B., 241 Chelsea St., Jacksonville 4  
 Jacobs, Mrs. Edna, 13½ S E Sixth St., Ft. Lauderdale  
 Jacobs, Mrs. Hazel C., Concord Park School, Orlando  
 Johnson, Mrs. Ruby, 1274 King St., Jacksonville  
 Jones, A. Quinn, Lincoln School, Gainesville  
 Jones, D. T., Jewett Elementary School, Box F, Florence Villa  
 Jordan, Mrs. Winona Webb, Belvedere School, West Palm Beach  
 Keller, William E., High School, Everglades  
 †Kelley, Mrs. Ethel W., Rt. 4, Box 1359, Tampa 7  
 Kelso, Mabel M., 111 17th Ave. S., St. Petersburg  
 †Kent, Mrs. Mary L., 2802 Sitios St., Tampa 6  
 King, Patti Batey, Box 1299, Ft. Lauderdale  
 Kipp, Robert Earl, 713 Anderson St., Orlando  
 Klett, Mrs. Charlotte, 937 S. Howard Ave., Tampa 6  
 Langston, Thomas Hill, 6809 Wellington Ave., Tampa

- Lee, Carrie V., 324 Bay St., Tarpon Springs  
 Lee, Mrs. Ora D., Box 711, Pahokee  
 Leifeste, Mrs. Leola S., 2618 McGregor Blvd.,  
 Ft. Myers  
 Leto, Ateo P., Philip Shore School, Tampa  
 Liningar, Mrs. Mary, 4244 Second Ave. N.,  
 St. Petersburg  
 Linton, Gary, Box 207, Safety Harbor  
 Lockhart, J. W., Meacham School, Tampa 5  
 Long, Evelyn E., 110 N. Mills St., Orlando  
 Lord, Mrs. Annie B., 1808 Weber Ave., Or-  
 lando  
 MacEdwards, H. M., Box 327, Hollywood  
 MacLeod, Mrs. Helen H., Sunshine School, Pass-  
 a-Guille Beach  
 Mandeville, Mrs. Lottie, 1330 Wilson Ave.,  
 Warrington  
 McAnallan, Mrs. Marie L., Lakewood School,  
 St. Petersburg  
 McAnally, Mrs. Selma, Box 172, Melbourne  
 McAnulty, Mrs. Catherine C., 210 Sixth St.  
 S.W., Winter Haven  
 McCall, George, 3309 Post St., Jacksonville 5  
 McCallister, Martha E., Box 73, Pinellas Park  
 McCarty, E. E., Merrick Demonstration School,  
 Coral Gables 34  
 McClean, Annie H., 2736 Herschel St., Jack-  
 sonville  
 McClure, Mrs. Kathryn G., Box 696, Vero  
 Beach  
 McCuller, Mrs. Emma O., Box 376, Fernandina  
 McCurdy, Charles M., Box 862, Belle Glade  
 †McDonald, Bertha, 109 W. Shore Blvd.,  
 Tampa 4  
 McPherson, Mrs. Ruth A., 2401 N. Alabama,  
 Gainesville  
 McWhorter, Lucile, 4750 N.W. 22nd Ave.,  
 Miami 37  
 Miller, Mrs. Edna J., 207 28th Ave. N., St.  
 Petersburg  
 Miller, Mrs. Elsie M., 236 Seventh Ave. N.E.,  
 St. Petersburg  
 Miller, Jessie P., Ft. Pierce  
 Milwee, R. F., Morriston School, Morriston  
 Minchew, Dorothy S., Mayport  
 Mitchell, Bruce, Rt. 1, Box 425, Lake Worth  
 Mitchell, Mrs. Velma S., 1111 Magnolia Ave.,  
 Sanford  
 †Moon, Dr. Robert C., 812 Washington St.,  
 Tallahassee  
 Moore, Jean, La Belle  
 Moore, Lucy M., Florida School for Deaf and  
 Blind, St. Augustine  
 Morris, Grace, 1208 Bay, Clearwater  
 Morrison, Kathleen, 1805 N. 14th Ave., Pensa-  
 cola  
 Morse, Gladys, Elementary School, Perry  
 Moseley, S. Meredith, Dillard High School, Ft.  
 Lauderdale  
 Mount, Onis, 2961 Selma St., Jacksonville 5  
 Nash, Gladys, Rt. 1, Largo  
 Neel, Mrs. Mildred A., Box 1510, R.R. 2, St.  
 Petersburg  
 Neighbors, Mrs. Annie W., Ortega School,  
 Jacksonville 5  
 Nelson, La Verne, 3003 Harbor View, Tampa 6  
 Nelson, Mabel, 3003 Harbor View, Tampa 6  
 Nippert, Helen E., 1014 Third St. N., St.  
 Petersburg  
 \*Oliver, Dorothy M., 303 E. Central Ave.,  
 Lake Wales  
 Owen, Ray A., 1153 Miramar Ave., Jacksonville  
 7  
 Palethorpe, Iris, Box 1144, St. Augustine  
 Patterson, Sue L., South Ridgewood School,  
 Daytona Beach  
 Perkins, W. R., Griffin Normal Institute, Box  
 368, Tallahassee  
 Pickens, Mrs. E. V., 1422 N. Davis St., Pensa-  
 cola  
 Pinkerton, Elizabeth B., 141 E. Hawthorn,  
 Sarasota  
 Pitts, Mabel D., Norwood School, Jacksonville  
 6  
 Plotts, H. H., 6100 N.W. Second Ave., Miami  
 Plumb, Kathleen G., 718 Lakeview St., Clear-  
 water  
 Reid, Mrs. Clara, Box 344, Largo  
 Remington, Mrs. Mattie, Box 58, Pinellas Park  
 Remond, Dr. Benildes L., San Carlos School,  
 Key West  
 Richardson, Mrs. Myrtle W., Boston Avenue  
 School, DeLand  
 Riviere, Mrs. Daisy E., Ozona School, Palm  
 Harbor  
 Robinson, Mrs. Eliza S., Volusia Avenue  
 School, Daytona Beach  
 Rutledge, Mrs. Mary W., Box 284, Sarasota  
 Sansbury, Kathleen, Lenox Avenue School,  
 Daytona Beach  
 Shuck, Iris O., Yowell School, Kissimmee  
 Seabrooks, A. B., Florida A. and M. College,  
 Tallahassee  
 †Shaffner, Gertrude, 1636 S.W. 19th Ave.,  
 Miami 35  
 Shaver, Mrs. Edna M., 422 W. Effie St., Ar-  
 cadia  
 †Shaw, Mrs. Lassie, 5507 Branch Ave., Tampa  
 Sheeley, Loran L., 1872 N.W. 47th St., Miami  
 37  
 Simmons, Helen, Box 547, Winter Haven  
 Skeen, Mrs. Nellie C., Elementary School, Lees-  
 burg  
 Smith, Mrs. Clara Louise, 213 S.W. Ninth  
 Ave., Ft. Lauderdale  
 Smith, Clotilde B., 3445 N.W. 12th Ave.,  
 Miami 37  
 Snook, Julia W., Auburndale  
 †Sommerkamp, Mozelle, Oak Park School,  
 Tampa  
 Spady, S.D., Box 425, Delray Beach  
 Starr, Alice K., Dunedin  
 Sterling, Natalie, Central School, St. Petersburg  
 Stine, Margaret H., Box 1633, St. Petersburg 1  
 Stoutamire, Winifred, Clearwater  
 Swearingen, Olive, 1623 N. Seventh Ave.,  
 Pensacola  
 Sweat, Samuel D., 3912 San Luis St., Tampa 6  
 Thompson, Mrs. Ina S., 111 Main St., De  
 Funiak Springs  
 Thompson, M. Eloise, Palm Harbor  
 Tucker, Mrs. Frances S., 238 Grand Ave.,  
 Miami 33  
 †Tucker, Mabel E., 244 79th St., Miami Beach  
 Tyree, Mrs. Annie, Oldsmar  
 Upson, Ruth N., 828 Oak St., Jacksonville  
 Wakefield, Homer E., Box 208, Howey in the  
 Hills  
 †Wallace, Mrs. Florence, De Soto School,  
 Tampa  
 Warren, Elizabeth, Green Cove Springs  
 Waters, Lucile M., Oakland Park  
 Weatherly, Hazel, Buena Vista School, Miami  
 Wells, Martha, Rt. 4, Box 487, Jacksonville 5  
 Wheeler, J. A., Miramar School, Miami  
 Wilcox, Mrs. Kathryn, South Ward School,  
 Clearwater  
 Williams, L. R., Box 1183, Cocoa  
 Williams, P. E., Box 515, Wildwood  
 Wilson, Gerald F., V. M. Ybor School, Tampa  
 Wingate, Adna Quinn, Box 815, Bartow  
 Wolverton, Mrs. Ethel G., 17 E. Brainard,  
 Pensacola  
 Yawn, Mrs. Maude J., Co. Supvr., 18 Nas-  
 turtium St., Sebring  
 York, Mrs. Anne, Box 1071, Sarasota  
 Ziegler, Mrs. Glennie, N. B. Cook School,  
 Pensacola



## GEORGIA

- Adamson, Buelah, 1355 Peachtree St N.E., Atlanta  
 Alford, Mrs. Mabel R., 627 W. 39th St., Savannah  
 Allen, Miss M. A., Crogman School, Atlanta  
 Arden, Mrs. Alice, Massie School, Savannah  
 Askew, Mayme, Box 295, Folkston  
 Ayers, Mrs. Dorothy, 603 Anderson Ave., Savannah  
 Bailey, Mrs. N. L., 1211 Hunter Rd. N.W., Atlanta  
 Barrett, Willa, Ponce de Leon School, Decatur  
 Bohannen, Mrs. Alice N., 205 Ponce de Leon Ct., Decatur  
 Bradford, Mary L., Fifth Avenue School, Decatur  
 †Bradshaw, Sarah, Williams Street School, Atlanta  
 Brantley, Nola, Box 71, Warner Robins  
 Brett, Annie L., Elementary School, Stone Mountain  
 Brown, M. H., Steed School, Augusta  
 Brown, Mildred, Reynolds Street School, Brunswick  
 Burnett, Emma, 141 Peachtree Hills Ave., Atlanta  
 †Burns, Mary Sue, Milton Avenue School, Atlanta  
 Burroughs, Cecil, Pennsylvania Avenue School, Savannah  
 Carpenter, Myrtle, 1532 30th St., Columbus  
 Carson, Jessie, 860 Capital Ave S.E., Atlanta  
 Cash, Addie, Ben Hill  
 Cash, Pauline, Rt. 1, Ben Hill  
 Cates, Mrs. Willie F., 619 Cascade Ave S.W., Atlanta  
 Chadwick, Mrs. Lyndell N., 395 Second Ave. S.E., Atlanta  
 Chapman, Annie, Luckie Street School, Atlanta  
 Chapman, James Alford, Doerun  
 Clements, Mrs. Mildred S., Ft. Hawkins School, Macon  
 Coleman, M. E., Asst Supt., 56 Mitchell St. S.W., Atlanta 1  
 †Collins, M. D., State Supt of Schools, Atlanta 3  
 Connally, Mrs. Louise, Box 35, St. Simon Island  
 Cook, Mrs. John H., 115 Woodcrest Dr., Rome  
 Cox, Mrs. Winona S., Box 247, Moultrie  
 Crawford, Mrs. Lylete Wilson, 205 W. 33rd St., Savannah  
 Culbreth, Pauline, Morton Avenue School, Waycross  
 Darling, Mrs. Jack, Crawford Street School, Waycross  
 Davis, Mrs. Elizabeth L., Rt. 1, Chamblee  
 Dillard, Mrs. Dorothy Bell, Box 241, Decatur  
 Duncan, Mary, 117 Church St., La Grange  
 Eyer, William A., Jr., 38th Street School, Savannah  
 Flanagan, Mrs. W. I., 1333 S. Lumpkin St., Athens  
 Frazee, Mrs. Grace B., 320 N. Bethel St., Thomaston  
 Freeman, Mrs. Mary H., Avondale Estates  
 Gardner, Eva, 96 40th St., Columbus  
 Gaskin, A. D., 2357 William St., Augusta  
 Glenn, Magdalene, 270 Hill St., Athens  
 Goldwire, Mrs. C. V., 528 E. Chapel St., Griffin  
 Harris, Mabel H., 836 College St., Macon  
 Hicks, Cleophas, 891 Virginia Ave. N.E., Atlanta  
 Hogan, Mrs. F. M., Gray Street School, Atlanta  
 Holland, Mrs. Helen B., Park Street School, Marietta  
 Hollingsworth, Lois, 1010 Oxford Rd. N.E., Atlanta  
 Holt, Mamie L., 870 Napier Ave., Macon  
 Honiker, Mary Leila, Claremont School, Decatur  
 Hornell, G. B., Nashville  
 Hull, Mrs. Mildred W., Heard School, Macon  
 Johnson, Mrs. Annie, 1612 Stokes Ave. S.W., Atlanta  
 Jones, Bernice, 3641 Fulton Ave., Hapeville  
 †Jones, Mrs. Richard P., Gordon School, Atlanta  
 Kelly, Martha, 116 First Ave S.W., Moultrie  
 Kendrick, Margaret C., 45 15th St. N.E., Atlanta  
 Kendrick, Martha, 45 15th St. N.E., Atlanta  
 Kirby, Miss Emery B., 112 N. Green St., Dalton  
 Kothe, Martha, 1736 Homestead Ave N.E., Atlanta  
 Lanier, Miss Clyde, 211 Forsyth Apts., Savannah  
 Lorentzson, Mrs. Julia B., Arco School, Arco  
 Macrae, Mrs. L. B., 1154 St. Charles Pl N.E., Atlanta  
 Malone, Mrs. Kate C., Alexander School, 117 North Ave., Macon  
 Martin, Mrs. Hugh B., 365 Alkoon Pl. S.W., Atlanta  
 \*\*†Martin, Pauline, 126 Third Ave., Decatur  
 McCallum, Mrs. Rosalie, 1121 W. Solomon, Griffin  
 McCord, G. M., Murphy Junior High School, Atlanta  
 McCorkle, Ruby, 249 Elizabeth St. N.E., Atlanta  
 McCullough, Jewel H., Goodyear School, Brunswick  
 †McCune, W. W., Asst. Supt of Schools, Savannah  
 McDonald, M. S., Sumner  
 McElroy, Sarah, Whittle School, Macon  
 McGuffey, Logan H., Rt. 1, Chula  
 McLendon, Mrs. Mary, Church Street School, East Point  
 †Middlebrooks, Mrs. Rounelle B., 558 College St., Hapeville  
 Miller, Caroline E., 110 Duffy St. E., Savannah  
 Milner, Mrs. J. W., 331 E. Spring St., Gainesville  
 Mitcham, Mrs. Mary, W. Main St., Thomaston  
 †Mitchell, Julia, 1067 N. Highland Ave N.E., Atlanta  
 Monroe, Shelby H., Main Street School, Gainesville  
 Moore, Mrs. Arthur, Hotel Georgian Terrace, Atlanta  
 Morris, Avelene, 777 Williams St. N.W., Atlanta  
 Mullenix, May Belle, 722 First St., Macon  
 †Nash, Mrs. W. F., Slaton School, Atlanta  
 Neal, Daisy, Fourth Street School, Brunswick  
 Nolan, Mrs. L. T., Fairburn  
 Nussbaum, Lillian, 511 Forsyth Apt., Savannah  
 Oliver, E. W., Supt of Schools, Loganville  
 Oliver, Norma, Ballard School, Brunswick  
 Orr, Dorothy, 1012 St. Charles Ave N.E., Atlanta  
 Osborne, Robert L., Rt. 5, Marietta  
 Osterhout, Mrs. R. D., 1056 Reeder Circle N.E., Atlanta  
 Outler, Mrs. L. T., Box 114, Moultrie  
 Pinkston, Mrs. J. W., Box 914, Valdosta  
 †Pounds, Edna, 1206 Peachtree St., Atlanta  
 †Rhodes, Maude A., 185 Westminster Dr N.E., Atlanta  
 Rice, Jessie, 214 Hines Ter., Macon  
 Ruley, Romana, 404 E. Henry St., Savannah  
 Robertson, Minnie C., 300 Crescent Ave., Macon  
 Roddey, Helen, 1230 Peachtree St. N.E., Atlanta

Rowland, Mrs. Hampton, Beech Haven, Athens  
 Russell, Mary O., 358 Sutherland Tr N.E.,  
 Atlanta  
 Sanford, Miss S. B., 2516 Baldwin St., Co-  
 lumbus  
 Satterfield, Mrs. Ruth H., 774 Virginia Ave.  
 N.E., Atlanta  
 †Senkbeil, Anna, Adair School, Atlanta  
 Sessions, Mrs. P. G., Box 142, Decatur  
 Setze, Adelaide R., 135 The Prado N. E., At-  
 lanta  
 Sherling, Angela K., 303 Hightower Rd., Macon  
 Silvey, Elizabeth, 624 Cumberland Rd. N.E.,  
 Atlanta  
 Simmons, Ethel, 2 Myers Ave., Trion  
 Sistrunk, Mrs. Robert W., 321 S. McDonough  
 St., Decatur  
 †Smith, Emma O., 280 College St., Macon  
 Spence, Toy, 425 Society Ave., Albany  
 Stallings, Lila, Sidney Lanier School, Bruns-  
 wick  
 †Standard, Mary, 907 E. Rock Springs Rd. N.E.,  
 Atlanta  
 Stillwell, Mrs. J. T., 166 Erie Ave., Decatur  
 Summerall, Mrs. W. J., Box 163, Waycross  
 Suttles, Alma, 778 Cascade Pl. S.W., Atlanta  
 Tate, Charles C., Commerce  
 †Thompson, Mrs. L. N., Ragsdale School, At-  
 lanta  
 Ticknor, Daisy, 2801 Tenth Ave., Columbus  
 †Tuck, Sara E., 1010 McLynn Ave N.E., At-  
 lanta  
 Upshaw, Mrs. Marie DuBose, Burke School,  
 Macon  
 Vaughan, Clara, 304 Park Ave., La Grange  
 Waddey, Mary H., 405 Cooper St. S.W., At-  
 lanta  
 Walker, Knox, 521 Court House, Atlanta 3  
 Ward, G. W., 1732 Oak Dr., Augusta  
 Ward, R. B., Fleming School, Rt. 1 Augusta  
 Weathersbee, Mrs. G. G., La Grande  
 Wesley, Mrs. Doris H., 124 Glynn Ave., Macon  
 †Whitworth, Mrs. R. B., Howell School, At-  
 lanta  
 Wilson, Mrs. Homer L., Bolton  
 Woods, Mary E., 1071 Madison Ave., Athens  
 Yow, Elizabeth, Annie B. Clarke School, Tifton

## IDAHO

Bays, Bess, 915 Hays, Boise  
 Brenn, Laura M., 311 N. Tenth St., Boise  
 Bunker, Theresa, Avalon Apt. 27, Idaho Falls  
 Chatburn, Joe W., 818 Garfield St., Boise  
 Hackworth, Ruth M., 2125 State St., Boise  
 Johnson, Ann, 261 11th St., Idaho Falls  
 Langlois, Clyde, Rt. 4, Boise  
 Marra, Alba L., 127 W. Riverside Ave., Kel-  
 logg  
 Martin, D. W., 244 S. Hayes, Pocatello  
 McGhee, Jessie L., Whitman School, Lewiston  
 †McSorley, M. Lillian, Lewis Clark Hotel,  
 Lewiston  
 Morgan, J. R., Silver King School, Kellogg  
 \*Pauley, Fred, Jefferson School, Pocatello  
 Pomeroy, Mrs. Margaret F., Emerson School,  
 Pocatello  
 \*†Reid, C. R., 1814 Dearborn, Caldwell  
 Reid, Ray R., Southwest School, Burley  
 \*Rice, Harry H., 1607 W. Jefferson St., Boise  
 Robinson, G. A., Rt. 4, Boise  
 Sheldon, Joseph B., Rt. 2, Boise  
 Snyder, R. H., Pres., Albion State Normal  
 School, Albion  
 Stalker, Donald D., Box 456, Blackfoot  
 Stidwell, Charles A., Box 163, Sandpoint  
 Swendenborg, Bess, 406 Franklin St., Boise  
 \*Vivian, Mrs. Olive, 305 Main St., Lewiston  
 Wallace, Glen B., Box 931, Mullan  
 Way, Buelah, 552 Third Ave. N., Twin Falls  
 Zink, Mary V., 1120 Pueblo St., Boise

## ILLINOIS

Ahlenius, Ruth E., Irving School, Bloomington  
 Albrecht, Margaret, 841 18th Ave., Moline  
 Altheide, Matilda, Washington School, Quincy  
 Anderson, Edith V., 203 Sixth Ave., Moline  
 Anderson, Geneva, Irving School, Rock Island  
 Anderson, Isabel E., 508 South St., Geneva  
 Annan, Isabel D., Gladstone School, 1231 S  
 Damen Ave., Chicago  
 Ashdown, A. W., McNabb  
 Back, Hattie, 222 S. Wheaton Ave., Wheaton  
 Baker, Ruth, 1153 W. Eldorado, Decatur 49  
 Ball, Lester B., Supt. Dist. 108, Lincoln School,  
 Highland Park  
 Bansau, Hilda J., Forest Glen School, Glen  
 Ellyn  
 Barr, H. D., 102 E. Clay St., Roodhouse  
 Bassett, Catherine, Evanshire Hotel, Evanston  
 Bauch, Minna, 517 Gay St., Pittsfield  
 Baumann, Wanda, Oak Park School, Aurora  
 Baxter, LaRue G., 232 Klein St., Venice  
 Beamish, J. K., Nixon School, Maywood  
 Beck, Paul H., 706 S. Lombard Ave., Oak  
 Park  
 Becker, Ethel W., 1014 13th Ave., Moline  
 Becker, Frances V., 1014 13th Ave., Moline  
 Belsly, Josephine, 612 S. Cuyler St., Oak Park  
 Bennett, R. M., Clarendon Hills  
 Bielenberg, Emma J., 3634 N. Avers Ave., Chi-  
 cago 18  
 Bilhorn, J. Chester, 250 W. 37th St., Chicago 9  
 Bixler, Ray A., Ray School, 5631 Kimbark  
 Ave., Chicago  
 Blakeway, Herbert N., 8525 S. Carpenter St.,  
 Chicago  
 Blodgett, D. R., Supt. of Schools, Jacksonville  
 Boley, Arthur William, Central Junior High,  
 Kewanee  
 Bone, Paul L., Supt. of Schools, Princeton  
 Boughan, Eugene F., 138 N. Walnut St., Cen-  
 tralia  
 Bozarth, Charles M., Box 92, Carlunville  
 Braden, Mrs. Ruby Q., Central School, Cen-  
 tralia  
 Bradshaw, Elizabeth G., 10740 Calhoun Ave.,  
 Chicago 17  
 Brandenberger, Mildred L., 1206 Logan Ave.,  
 Danville  
 Brewick, G. Millard, Supt. of Schools, Schiller  
 Park  
 Brockley, Frances, Cooke School, Galesburg  
 Brown, Carroll E., 5479 Ellis Ave., Chicago 15  
 Browning, Clyde, Supt. of Schools, Galva  
 Brunjas, Orville O., 110 W. First, Hartford  
 Burt, C. Vinton, Supt. of Schools, River Forest  
 Burt, Robert O., Kingman School, Peoria  
 Bush, James C., Stanford  
 Busse, Amy E., 1709½ S. Fifth St., Springfield  
 Butler, Mrs. Marie M., Sullivan School, 8255  
 S. Houston Ave., Chicago 17  
 Butler, W. C., Junior High School, Charleston  
 Buzbee, Dellis, Supt. of Schools, Odin  
 Buzzell, Leonard A., 1750 N. 36th, East St  
 Louis  
 Byers, Elvin G., 630 Forest Ave., Oak Park  
 Byrne, Margaret H., 9312 Longwood Dr., Chi-  
 cago  
 Camden, G. A., 614 N. Ridgeway Ave., Chi-  
 cago 24  
 Carlson, C. Esther, Rt. 1, Macomb  
 Catton, Howard D., Blaine-Sumner School,  
 Peoria  
 Cawelti, Donald, Skokie School, Winnetka  
 Cessna, Hester E., 902 Robinson, Danville  
 Chandler, Turner C., 8718 Harper Ave., Chi-  
 cago 19  
 Clark, Nelle N., 2304 N. Main, Decatur 13  
 Clark, Rose A., 5501 Washington Blvd., Chi-  
 cago 44  
 Claus, Lucile, 715 Chestnut St., Ottawa

## LIST OF MEMBERS

(Illinois) 273

- Clinton, Catherine M., 7936 Evans Ave., Chicago  
 Clogston, Evan B., Bridge School, 3800 N New England Ave., Chicago 34  
 †Cohen, Theresa T., Chalmers School, 1220 S Fairfield St., Chicago 8  
 Conklin, Paul S., Co Supt. of Schools, Rockford  
 Cordes, Mrs. Eva C., Lincoln School, Evanston  
 Cordis, William R., Supt. of Schools, Princeton  
 Corson, Mrs. Vera L., 114 N Gifford St., Elgin  
 Courter, W. Lester, Lancaster  
 Cox, Lawrence C., 525 N. Grove Ave., Oak Park  
 Crabtree, D. R., Milton School, Alton  
 Greve, Mabel C., 513 Third St., Savanna  
 Crisp, Iva J., Lincoln School, Berwyn  
 Crowl, Thelma, 1153 W. Eldorado, Decatur 49  
 Culp, Esther M., 735 Condit, Wood River  
 Cunningham, Very Rev. Msgr. D. F., 755 N. State St., Chicago  
 Current, W. F., 311 E. McClure, Peoria 4  
 Curtis, Ina L., 1110 Chestnut St., Waukegan  
 Dahle, Dr. C. O., Supt. Dist. 107, Elm Place School, Highland Park  
 Damon, Russell I., 721 Ardmore Pl., Peoria 5  
 Dasher, Ruth E., 1566 Oak Ave., Evanston  
 Davidson, E. S., 3232 Wenonah Ave., Berwyn  
 Davies, Mrs. M. I., 214 W. Illinois St., Wheaton  
 Davis, Dr. Melvin G., Supt. of Schools, Peoria 3  
 De Atley, Glenn O., 442 Lorena Ave., Wood River  
 Detwiler, O. L., Central School, Waukegan  
 Diel, J. Harold, Supt. of Schools, Stewardson  
 Diersen, Arnold, Pleasantdale School, Rt. 2, La Grange  
 Dodds, Alvin Gordon, 1408 E. St. Louis St., West Frankfort  
 Dodge, Nettie, 800 34th St., Rock Island  
 Donaldson, La Vina, 1326 St. Louis, East St. Louis  
 Doyle, Margie C. E., 10911 Longwood Dr., Chicago 43  
 Duncan, Neal, 810 N. Spring Ave., La Grange  
 Dunsmore, Margaret M., Lincoln School, East Moline  
 Edmison, Arthur, Ashley Road School, Mt. Vernon  
 Edwards, Arthur U., Dir., Campus Elementary School, State Teachers College, Charleston  
 Edwards, Pansy Lee, Garfield School, Moline  
 Evans, U. L., 3112 S. Fourth St., Shelbyville  
 Everitt, Helen E., 408½ Broadway, Pekin  
 Fidelia, Sister M., S.S.J., Lourdes High School, 4034 W. 56th St., Chicago 32  
 Fink, Stuart D., McCurry Training School, De Kalb  
 Fisher, Carolyn, Ericsson School, Moline  
 Fitch, Grace, Franklin School, Jacksonville  
 Fitzgerald, Margaret M., Hamilton School, 1650 W. Cornelia Ave., Chicago  
 Foster, Ethel, 1 N. LaSalle St., Chicago 2  
 Foster, Florence, 1156 Lincoln Ave., Decatur 17  
 Foster, Winifred R., 1336 Walnut St., Waukegan  
 Franck, Emma M., 707 19th Ave., Moline  
 Freeland, Willa, Oaklawn School, Danville  
 Frey, Grace Hurst, 738 Hinman Ave., Evanston  
 Fulkerson, C. V., Hawthorne School, East St. Louis 1  
 Gaddis, Edwin A., Altamont  
 Gallagher, Rose M., Esmond School, 1865 W. Montvale Ave., Chicago 43  
 Garland, Mrs. Frances, 220 Throop St., Woodstock  
 Gertz, Margaret E., 816 Taylor St., Joliet  
 Gillespie, Oren F., Washington School, Centuria  
 Gliatto, Julia H., 6651 N. Artesian Ave., Chicago 45  
 Glomski, Hyacinth M., 5251 George St., Chicago  
 Glynn, Will, Weldon  
 Gordon, Claude T., Hawthorne School, 2310 S. 57th Ave., Cicero 50  
 Goslin, Genelle, 211 S. Grand West, Springfield  
 Graff, Albert R., Livingston  
 Gray, Dr. William S., Dept. of Educ., University of Chicago, Chicago  
 Gumm, Mrs. Hazel Ott, 1000 N. Dearborn St., Chicago  
 Gurley, James G., 309 S. First St., Dundee  
 Hall, Bertha M., 1811 12th St., Rock Island  
 Hall, Jonas C., Columbia School, Peoria 5  
 Hammer, Kenneth S., Center School, Morris  
 Hampleman, R. S., Grade School, Dist. 73, Freeburg  
 Hancock, J. Leonard, Goethe School, 2236 N. Rockwell St., Chicago  
 †Hannan, Grace, 1209 Astor St., Chicago 10  
 Hanneken, Clemens B., Union Grade School, Tuscola  
 †Hansen, Herbert C., Dir. of Life Membership Div., Dept. of Elem. School Prin., Natl. Educ. Assn., 1045 N. Lockwood Ave., Chicago  
 Harding, Helen, 1940 Sherman Ave., Evanston  
 Harding, J. Weston, 2316 N. University, Peoria  
 Harms, Willis O., 201 W. Cornington, Peoria 5  
 Harris, Vera G., 312 S. C St., Monmouth  
 Harshbarger, Leslie P., 220 Sibley Ave., Kankakee  
 Hatfield, Margaret G., Box 176, Bluffs  
 Hatfill, Harlie A., Worden  
 Hathaway, Harold C., 628 Kensington Ave., Mt. Vernon  
 Hauser, Dr. L. J., Supt. of Schools, Riverside  
 Hawley, R. C., Supt. of Schools, Marseilles  
 Hayes, Margaret A., 6715 S. Ridgeland Ave., Chicago 49  
 Healy, Veryl, 312 W. Eureka St., Champaign  
 Hedberg, L. C., 1509 Center St., Des Plaines  
 Helling, Arthur G., Emerson School, Maywood  
 Henson, Clarabelle, Cossitt Avenue School, La Grange  
 Herr, Ross, 3452 Drummond Pl., Chicago 47  
 Hesselbaum, Caroline E., 1637 Orrington Ave., Evanston  
 Hicks, Elvis L., 2305 Arthur Ave., Chicago 45  
 Higgins, Harry H., 103 S. Jackson, Palestine  
 Hindman, R. R., Supt. Cons. Dist. 112, Gorham  
 Holloway, I. B., Supt. of Schools, Sullivan  
 Holmes, Agnes Jane, Woodbine School, Cicero  
 Holmes, Gilbert, 611 N. Vine St., Sparta  
 Horine, Roy C., 137 W. 108th Pl., Chicago 28  
 Howland, Mary E., 5415 S. Union Ave., Chicago 9  
 Hufford, G. N., 153 S. Ottawa St., Joliet  
 Ivie, Otis F., Odell  
 Jackson, William E., 4844 Vincennes Ave., Chicago 15  
 Johnson, E. Victoria, Logan School, Belydierre  
 Johnson, Edith I., 901 Elmwood Ave., Kewanee  
 Johnson, Esta D., 315 Jackson Blvd., Oak Park  
 Johnson, Stella M., 1730 W. 102nd St., Chicago 43  
 Jordan, Wilma, Columbia School, Elgin  
 Josephson, Victoria, 46 W. 15th St., Chicago Heights  
 †Kaar, Mrs. Galeta M., 2143 Hudson Ave., Chicago 22  
 Kalmon, Mrs. Sadie K., 6200 N. Kenmore Ave., Chicago 40  
 Kannmacher, Bertha M., North Side School, Marshall  
 Kara, Stephanie, Harding School, Posen

- †Kauffman, Merle M., Andrew Cooke School, Waukegan  
 Keas, De Lloyd W., Riverside School, Decatur  
 Keener, Edward E., John Hay School, 1018 N. Laramie Ave., Chicago  
 Kennedy, Dale, Supt. of Schools, Smithfield  
 Kimes, Myrtle E., 411 S. Columbus St., Streator  
 Kimmel, Dorothea, 510 N. Main St., Naperville  
 Kisch, Gertrude, 2519 Ridge Ave., Evanston  
 Kochler, Earl L., 120 N. Columbia St., Naperville  
 Koy, Arnold C., Grand Ave., Gurnee  
 Krell, L. H., Elementary School, Winchester  
 Kripner, Mrs. Louise K., 6534 Stewart Ave., Chicago 21  
 Kroeger, Florence R., 415 Anthony St., Glen Ellyn  
 Kruger, Irene B. A., 209 W. Second St., Geneseo  
 Lagomarsino, Marian Dawes, East Prairie School, Skokie  
 Lambie, George H., 628 McAllister Ave., Waukegan  
 Landis, Harry H., Franklin School, Peoria  
 Lang, Dr. Charles E., Dist. Supt., 2819 W 21st Pl., Chicago 23  
 Lanning, Mrs. Bessie C., 608 Randolph St., Oak Park  
 Lange, C. E., 3875 N. Sheridan, Peoria  
 †Lanz, Anna D., 4840 Washington Blvd., Chicago 44  
 Larimore, Leona E., 431 N. Catherine, La Grange  
 Larson, Irene M., 719 Buckbee St., Rockford  
 Lauck, Lawrence F., 120 N. Channing St., Elgin  
 Lester, Mary M., 1548 Park Ave., North Chicago  
 Liddell, F. R., 7005 N. Ridge, Chicago 45  
 Lile, V. Deacon, Ann and Berrian Sts., Peoria 6  
 Lino, Frank D., 1649 Jarvis Ave., Chicago  
 Liska, Josephine, Barry School, 2828 N. Kilbourn Ave., Chicago 41  
 Lofdahl, Leslie C., 204 Oak Knolls Ave., Rockford  
 Longfield, Clara A., 2334 W 121st Pl., Blue Island  
 Luhtala, Viona H., Roosevelt School, Maywood  
 †Mack, Helen A., 1330 State St., Alton  
 Maddock, Alice E., 9648 Vanderpoel Ave., Chicago 43  
 Magan, Isabel L., 8045 Kenwood Ave., Chicago 19  
 Magner, Daniel J., 8004 S. Green St., Chicago 20  
 Maguire, Irene, Cook School, 8150 S. Bishop St., Chicago 20  
 Mallach, Margaret, 829 W. Poplar, Taylorville  
 Mandeville, A. Dorothy, Box 41, Winnebago  
 Marlar, Mabel L., Community School, Strawn  
 Marquis, Norwood, Berrian School, Quincy  
 Marsh, Charles L., Peterson School, 5510 N. Christiana Ave., Chicago 25  
 Martin, Ernest, Box 226, Bethany 1  
 Martin, Keith, 354 S. Lincoln, Centralia  
 Mason, Grace S., 640 Woodland Park, Chicago 16  
 McClain, Beulah M., 708 N. Central Ave., Paris  
 McCormick, Drucilla, 1921 15½ St., Rock Island  
 McDonald, J. W., Elementary School, Mooseheart  
 McMahon, Mrs. Edna T., 10431 S. Hamilton Ave., Chicago 43  
 McSwain, Dr. E. T., School of Education, Northwestern University, Evanston  
 Mercer, H. J., 121 Broadway, Peoria  
 Meyer, Charlotte, Public School Office, Decatur  
 Meyer, J. W., 915 N. Jefferson, Peoria 3  
 Miller, John L., West School, Waukegan  
 Miller, Lester H., Central School, Normal  
 Miller, Ross M., 110 N. 16th St., East St. Louis  
 Minogue, Mildred, 612 Ridge Ave., Evanston  
 Misner, Dr. Paul J., Supt. of Schools, Glencoe  
 Mitchell, Ethelyn J., Lincoln School, Elgin  
 Morehouse, Zella, Maple Avenue School, Downers Grove  
 Mooberry, Everett, Reservoir School, Peoria  
 Morris, Emmet, Irving School, Maywood  
 Morris, Lee M., Signal Hill School, East St. Louis  
 Morstrom, Mrs. Lois C., 6940 Cregier Ave., Chicago 49  
 Mulroy, Mary D., 7355 Jeffery Ave., Chicago 49  
 Murgatroyd, M. Jane, South Jacksonville School, Jacksonville  
 \*\*Murphy, Joseph, 309 Fredonia St., Peoria  
 Murphy, L. R., Central-Stolp School, Wilmette  
 Murphy, R. R., Melrose Park School, Melrose Park  
 Nelson, Camilla, Rt. 3, Princeton  
 Neubauer, Wilson O., Kosuth Avenue School, New Baden  
 Newman, Charles C., Supt. of Schools, Marshall  
 Nickell, Vernon L., Supt. of Public Instruction, 100 Centennial Bldg., Springfield  
 Nyquist, Alice, 1720 11th Ave., Moline  
 Ohlman, A. L., Peoria Heights School, Peoria Heights  
 Paulsrud, Alice, Dewey School, Evanston  
 Paxton, Agnes M., 206½ E. State St., Jacksonville  
 Pearson, Florence M., 1110 Grant St., Danville  
 Pearsons, M. Evelyn, 1031 Dempster St., Evanston  
 Peck, Mrs. Marie Mattocks, 2238 Lincoln Park West, Chicago 14  
 †Peters, Florentine, Garfield School, Chicago Heights  
 Phelps, Ethel C., 217 S. Main St., Lombard  
 Phillips, Nelle, Box 246, Pana  
 Pierce, Mrs. Pearl, Washington School, Maywood  
 Postel, Harold H., 7731 Paxton Ave., Chicago  
 Prater, John H., Lincoln School, Maywood  
 Primrose, J. W., Irving School, Quincy  
 Quick, J. H., Supt. of Schools, Elizabeth  
 Quinlan, Frederick F., Supt., Lake Forest  
 Quinn, Helen L., 4650 N. Menard Ave., Chicago 30  
 Reed, Frederick, Greeley School, Winnetka  
 †Reeder, Dr. Edwin H., College of Education, University of Illinois, Urbana  
 Reiffel, Mrs. Sophie M., 3244 Ainslie St., Chicago 25  
 Remley, Mrs. Eunice S., 118 La Salle St., Streator  
 Richardson, Mrs. Grace H., 1119 Maple Ave., Evanston  
 Rice, Armeaddie Klamp, 109 S. Division, Du Quoin  
 Rickard, Garrett E., 1315 Rosedale Ave., Chicago  
 Rigg, Corrine, Lincoln School, Decatur 13  
 Robinson, John L., Supt. of Schools, Waverly  
 Roth, Lloyd E., Watseka  
 Rowe, Lester E., 3107 Emmaus Ave., Zion  
 Sanford, Helen M., 1940 Sherman Ave., Evanston  
 Schilling, Roy O., Washington School, River Forest  
 Schmitt, Marvin J., 639 Lyman Ave., Oak Park  
 Schrodt, Clara J., Rt. 2, Box 193, Mount Carmel  
 Schwendemann, Erma, Woodson  
 Shakmanoff, Mrs. Bernice Eddy, 6318 S. Maplewood Ave., Chicago 29  
 Shaw, Mrs. Mary, 638 Elmwood Ave., Evanston

# LIST OF MEMBERS

(Indiana) 275

Shea, Mildred F., Peirce School, 1423 Bryn Mawr Ave., Chicago 26  
 Shoemaker, Bertha, Noyes School, Evanston  
 Shoop, Clarence K., 2731 S. Austin Blvd., Cicero 50  
 Siefferman, F. R., Ridgely School, Springfield  
 Simmons, Mrs. Edna W., Burbank School, 2035 N. Mobile Ave., Chicago 39  
 Simpson, Mrs. Hilda, Foster School, Evanston  
 Smaage, Leon, Supt. of Schools, Des Plaines  
 Smith, Russell W., Campbell School, East Moline  
 Sadt, Dorothy C., 230 W. Lake St., Barrington  
 Sowers, Mrs. H. T., Grant School, Streator  
 Sowers, Mrs. Minam, Pearl  
 Sparr, Mrs. Jessie S., 424 W. Henry, Staunton  
 Spiss, Gladys, Box 155, Fairview  
 Spurgin, William H., 11157 S. Campbell Ave., Chicago 43  
 Stacy, R. N., Dewey School, Quincy  
 Steinmetz, Kathryn E., 8045 Drexel Ave., Chicago 19  
 Stoker, Frank W., Fuller School, 4214 St. Lawrence, Chicago  
 Strawe, Walter V., 2653 N. Mozart St., Chicago 47  
 Stubblefield, Lucille, 1509 E. Olive St., Bloomington  
 Stulken, Edward H., 745 N. Woodbine Ave., Oak Park  
 Sullivan, J. L., 308 N. Sixth Ave., Maywood  
 Sullivan, Mary M., 6719 Sheridan Rd., Chicago 26  
 Summers, Marie, 901 W. Mulberry St., Bloomington  
 Swing, Lillian M., Hedges School, 4735 Winchester Ave., Chicago 9  
 Sylvester, Sister Mary, 8737 Exchange Ave., Chicago 17  
 Taylor, Lillian, 10327 Hamilton Ave., Chicago  
 Thomas, Wayne A., Supt. of Schools, Highwood  
 Thompson, J. M., Supt. of Schools, Steward  
 Tierney, Catherine M., 1446 W. Garfield Blvd., Chicago 9  
 Tillman, Opal, 516 Lawrence St., Barry  
 Uhlir, Arthur, 4221 N. Keeler Ave., Chicago 41  
 Van Valzah, Mrs. Audrey D., 208 Michaux, Riverside  
 Wallace, Mrs. Ethel, Flanagan  
 Warner, Bruce C., 327 S. Lake St., Aurora  
 Watson, Norman E., 1000 Waukegan Rd., Northbrook  
 Wetherbee, Ralph H., 11725 Perry Ave., Chicago 28  
 Wetzel, A. R., Supt. of Schools, Galena  
 Wharton, Mildred M., Room 1301, 600 S. Michigan Blvd., Chicago 5  
 Wierson, Leonard L., Taft School, Lockport  
 Wiley, Flossie, 205 W. Elm, Urbana  
 Williams, Claude L., 7423 Bennett Ave., Chicago 49  
 Williams, Ralph R., 7427 Bennett Ave., Chicago  
 Williams, Sidney A., Calvin Coolidge School, Peoria 5  
 Williamson, Mrs. Mabel, Lawson School, 1256 S. Homan Ave., Chicago 23  
 Wilson, Mrs. Elizabeth C., 5941 W. North Ave., Chicago  
 †Wilson, Irvin A., 437 S. Stone Ave., La Grange  
 Wilson, O. A., Jr., Supt. of Schools, Jerseyville  
 Wilson, Phyllis J., Brady School, Aurora  
 Wilson, R. Dale, McKinley School, Harrisburg  
 Winegarner, J. Lewis, 6611 W. 31st St., Berwyn  
 Winterstein, A. F. H., Strasburg  
 Wolff, Milly, Central School, Peru  
 Woodall, Jean, 602 W. Pawnee, Taylorville  
 Wright, Mary, 157 E. Court St., Farmington

Wright, Roe M., Co. Supt. of Schools, Robinson  
 Young, Lovisa A., 13043 Maple Ave., Blue Island  
 Zehr, Ervin L., Glen Oak School, Peoria 5

## INDIANA

Albright, Frank S., 3509 W. 11th Ave., Gary  
 †Alexander, Mrs. Margaret P., 1515 Miami St., South Bend 14  
 Allen, Mrs. Madeline M., 2714 Paris Ave., Indianapolis 8  
 Allen, R. Glen, Elm Heights School, Bloomington  
 Allison, Emma Mae, 2168 N. Capitol Ave., Indianapolis  
 Ambroz, Mrs. Margaret, 612 W. Washington, Indianapolis  
 Armstrong, Leila, 1210½ Maple Ave., La Porte  
 Baldwin, J. H., 439 Waltham St., Hammond  
 Bank, Mrs. Gertrude, 24 N. Drexel Ave., Indianapolis  
 Barnett, Mrs. Jessie R., 220 E. Eighth St., Michigan City  
 Bechtold, Emma, 1511 Scott St., La Porte  
 Becker, Ralph, Public Schools Office, Evansville 8  
 Bedford, Anna Pearl, 3939 Central Ave., Indianapolis 5  
 Bell, Mrs. Eva H., 856 Woodrow, Indianapolis 8  
 Bell, Kenneth R., 6044 Kingsbury Dr., Indianapolis  
 †Best, William E., Lincoln High School, Evansville 13  
 Bethel, Mrs. Nell, Rt. 8, Box 272, Evansville  
 Bigham, Mrs. Edith H., 420 S. 15th St., Terre Haute  
 Bingham, H. Beth, 215 E. Third St., Mishawaka  
 Blackwell, Paul F., Monger School, Elkhart  
 Blue, Lloyd N., 338 S. Arlington, Indianapolis  
 Bolin, Marvin L., Rt. 2, Osceola  
 Boothe, Leroy E., 615 S. 19th St., Lafayette  
 Bridgewater, Addorena, School 36, 2801 N. Capitol Ave., Indianapolis 8  
 Brooks, Elwood E., Box 350, Salem  
 Brooks, Ross, 1015 Taylor Ave., Evansville  
 Brunswick, N. T., 3953 Fern St., East Chicago  
 Bryant, Melville C., Sr., 2588 Madison St., Gary  
 Burmaster, Rosa M., Washington School, Muncie  
 Buscher, Gertrude, 2928 Park Ave., Indianapolis 5  
 Bussell, Lyell, 915 W. North St., Muncie  
 Carnes, Mrs. Mary I., 2019 N. Tenth, Terre Haute  
 \*\*Carter, Charlotte, 6121 Haverford Ave., Indianapolis  
 Cary, Mrs. Jeannette S., 2027 Boulevard Pl., Indianapolis  
 Casey, Rev. John B., 144 W. Georgia St., Indianapolis 4  
 Catt, Othnel D., 915 S. Water St., Hobart  
 Chadd, A. R., Supt. of Schools, Anderson  
 Chalifour, Mrs. Jessie B., 958 N. Jefferson Ave., Indianapolis  
 Chambers, J. W., High School, Huron  
 Clark, Mrs. Ada B., 604 E. Maple Rd., Indianapolis  
 Clark, Albert W., 1118 Drackett St., Hammond  
 Clark, Marie, Washington School, Vincennes  
 Clevenger, Harold, 820 N. West St., Crown Point  
 Coffin, Florence, 1005½ Manhattan St., Michigan City  
 Collins, Alton W., 902 N. Meridian St., Indianapolis 4  
 Collins, Leona, 1401 S. 25th St., Terre Haute  
 Collins, W. F., Lincoln School, Hammond

- Combs, Lex V., Elementary School, Fry and Boone Sts., Ft. Wayne 7  
 Concanon, Edna L., Dresser School, West Terre Haute  
 Cook, Mrs. Irma W., 3338 Brookside Pkwy., N. Dr., Indianapolis 1  
 Cook, Maurice J., 323 Oakdale Dr., Ft. Wayne 6  
 Cook, Raymond L., 404 Indiana St., Bremen  
 Cox, Dyson W., Grade School, Cumberland  
 Craig, Verna, School 68, 2107 Riley Ave., Indianapolis  
 Cromwell, Philip R., 720 E. Blackford, Evansville 13  
 Cross, Glenn, Garfield School, Richmond  
 Crum, Russel E., 2824 S. Hanna, Ft. Wayne 5  
 Crum, Russell, 209 E. 12th St., Bloomington  
 \*Cullen, Hazel, 1520 S. 25th St., Terre Haute  
 Daley, Catherine, 1831 S. Webster, Ft. Wayne 6  
 Dalman, Murray A., 310 W. 43rd St., Indianapolis 8  
 Deardorff, Dorothy, 7044 Wicker Ave., Hammond  
 De Vaney, Adelaide, Thornton Junior High School, Terre Haute  
 Diggs, Elder W., 1908 Highland Pl., Indianapolis  
 Drake, Flora E., 4202 Sunset Ave., Indianapolis 8  
 Dudley, David, Culver School, Evansville 5  
 Dugan, Mrs. Belva Jones, 515 Hendricks St., Anderson  
 Dunkin, H. M., 3407 Park Ave., Indianapolis 5  
 \*Dyer, Lary E., 719 W. Seventh St., Bloomington  
 Eckelberry, Noris E., 310 N. Illinois, Indianapolis 4  
 Eller, Mrs. Lola Stuart, 3615 W. Walnut St., Indianapolis  
 Ellerbrook, L. W., University School, Indiana University, Bloomington  
 Elliott, Ernest R., 7208 Oakdale, Hammond  
 Engels, Bernice, 524 Garfield St., Gary  
 Eppert, Geraldine, 5411 Washington Blvd., Indianapolis 5  
 Evans, George, Columbia School, 1238 Michigan St., Hammond  
 Evans, Rae, 1908 136th St., East Chicago  
 Farmer, Esther, 1027 Indiana Ave., Anderson  
 Farr, Catheryn M., R.R. 5, Box 460, Terre Haute  
 Felton, Clayton E., 715 Forest Ave., South Bend 16  
 Fenoglio, Mafalda, 2300 N. 27th St., Terre Haute  
 Fields, Kenneth L., Belle Gregg School, Rushville  
 Fields, Thomas, 1001 Maxine Dr., Ft. Wayne 6  
 Finney, Edna M., 103 Bonser Apts., Anderson  
 Fisher, George H., 5920 E. St. Clair St., Indianapolis  
 Black, Mrs. Maude M., School 56, 2353 Columbus Ave., Indianapolis  
 Flood, Enadna, 1205 Clay St., La Porte  
 Foltz, Elsie, 2427 Garfield Ave., Terre Haute  
 Forrest, Mrs. Edith R., 3540 N. Meridian, Indianapolis  
 Foster, Grace L., 1231 Roosevelt St., Gary  
 Foster, Nancy L., 5947 Hyslop Pl., Hammond  
 Friesner, Mrs. Gladys M., Rt. 15, Indianapolis 44  
 Funk, J. Willard, Rt. 3, Connersville  
 Funk, Olive K., 2301 Park Ave., Indianapolis  
 Fuqua, Blanche E., 654 Oak St., Terre Haute  
 Gadberry, Miss. Berdie, 2039 N. Seventh St., Terre Haute  
 †Galvin, Cecelia, 836 N. Rural St., Indianapolis  
 George, Lester, Nicholson School, Richmond  
 Gull, Iola, 2526 College Ave., Terre Haute  
 German, Ruth, 4241 Park Ave., Indianapolis 5  
 Goss, Mrs. Jeanne A., 6002 Carrollton Ave., Indianapolis  
 Gossett, W. Harold, 111 W. Hampton Dr., Indianapolis 8  
 Grandstaff, Cecil W., 200 20th, Logansport  
 Gray, Mrs. Helen, School 32, 2110 N. Illinois St., Indianapolis  
 Green, William Embree, 515 W. Oak St., Oakland City  
 Hagedorn, Lois, 238 E. 12th St., Indianapolis 2  
 Haley, J. W., Washington School, Ft. Wayne  
 Hall, L. E., 1219 N. Tuxedo St., Indianapolis  
 Hall, Mrs. Leone H., 621 Middle Dr., Woodruff Pl., Indianapolis 1  
 Halloran, Mona, 2401 Mariposa Ave., Terre Haute  
 Hamill, Florence, 1231 S. Illinois St., Indianapolis  
 Hamilton, Otto T., Oaklandon  
 Hammond, Frank H., Lafayette School, Hammond  
 Hampton, Claude L., 1558 S. Jackson St., Frankfort  
 Harrell, Horace H., Hunter School, Bloomington  
 Harris, C. M., Franklin School, South Bend  
 Haverstick, Harriet, 1506 Logan St., Noblesville  
 Hayes, George L., 819 N. California St., Indianapolis  
 Heady, Mrs. Vernah I., Crawford School, Terre Haute  
 Helms, H. L., Rt. 14, Box 494, Indianapolis 44  
 †Hendricks, Clyde W., 916 Jackson St., Ft. Wayne 2  
 Hendrickson, Orvel, Mars Hill School, 2702 Foltz St., Indianapolis  
 Hendrickson, Ray P., 1808 W. Franklin, Elkhart  
 Herbst, Frieda, 966 N. Bellevue Pl., Indianapolis 8  
 Hild, Gertrude M., 601 S. Eighth St., Terre Haute  
 Hill, Adah M., 3444 N. Pennsylvania St., Indianapolis 5  
 Hinshaw, Clavis J., Cicero  
 Hoke, Lucille M., R.R. 4, Vincennes  
 Hollar, Floyd W., East Ward School, Warsaw  
 Holmes, R. W., 1717 S. Main St., Kokomo  
 Honnold, Opal, 236 S. West St., Tipton  
 Hoover, Charles O., 1804 S. Armstrong, Kokomo  
 Hopkins, Lowell, 200 N.W. Seventh St., Evansville 8  
 Hoppes, R. Clyde, Chili Avenue School, Peru  
 Horton, Ellis, Dunkirk  
 †Hovestock, Gertrude, 219 N. Second, Elkhart  
 †Howard, George E., Box 43, La Porte  
 Howe, J. Edwin, 423 S. Grand Ave., Evansville  
 Hudson, Mrs. Henrietta W., School 73, 4101 E. 30th St., Indianapolis 1  
 Humphreys, Grace S., Stokes School, Lebanon  
 Hunt, Margaret, Payne School, Franklin  
 Hutchinson, C. E., 2017 E. Elm St., New Albany  
 Hutchison, William, Fair Oaks  
 Ivey, Edna M., 4215 Alder St., East Chicago  
 Jackson, Clarence E., Rt. 14, Box 253-F, Indianapolis  
 James, Emory A., 1306 Finley St., Indianapolis 3  
 Johnson, A. D., 2006 S. Elm, Muncie  
 Johnson, Mrs. Hazel Bates, 2709 Highland Pl., Indianapolis  
 Johnson, W. B., 1261 King Ave., Indianapolis 8  
 Jones, Mrs. Rosa A., 4804 E. 30th St., Indianapolis 1  
 Jones, Sara, Fowler Schools, Fowler  
 Jorgensen, Helen, Parrish School, Hammond  
 Karns, Joren V., Rt. 1, North Manchester  
 Keller, Mabel, School 70, 510 L. 16th St., Indianapolis

- Kelley, Mrs. Harriet C., 1401 S. State Ave., Indianapolis 3  
 Kelley, Clarence E., 814 S. Tenth St., Lafayette  
 Kelly, J. O., 602 Sycamore St., Columbus  
 Kennedy, R. C., 1325 S. Buckeye St., Kokomo  
 Kenworthy, Loyd L., 2915 Iowa Ave., Connersville  
 Kimber, Mrs. Grace W., 1240 W. Ray St., Indianapolis 3  
 Knowles, Mrs. Jeannette B., 85 N. Holmes Ave., Indianapolis  
 Lacey, Mrs. Georgia H., Rt. 14, Box 217-G, Indianapolis  
 Lamb, Herbert, Asst. Supt., Vigo Co. Schools, 639 Chestnut St., Terre Haute  
 Lamb, Mary L., 411 Walker St., Michigan City  
 \*Lancaster, Freda Jane, Bloomington School, Ft. Wayne 7  
 Langell, Katherine, 227 W. 11th St., Anderson  
 Langford, Mrs. Ruby A., 546 W. 28th St., Indianapolis  
 Lanning, H. O., 401 Alameda Ave., Muncie  
 Larimer, John E., 821 S. Eighth St., Goshen  
 Larimer, Otis, Hawthorne School, Elkhart  
 Lasko, Clara L., Long Beach School, Michigan City  
 Lautenschlager, Harley, Miner School, Ft. Wayne 6  
 Lemme, Carl W., 1820 Bayard Park Dr., Evansville  
 \*Lenon, E. M., Columbia School, Evansville  
 Lewis, Mrs. Lillian W., 1601 E. Tenth St., Indianapolis 1  
 Linville, Ray B., 714 Hitt St., La Fayette  
 Lockey, Doris, Franklin School, Gary  
 Lotze, Amanda, 1115 S. 17th St., Terre Haute  
 Lucas, Dale W., 1671 Spy Run Ave., Ft. Wayne 3  
 \*Lykins, Charles E., Lincoln School, Muncie  
 Mahoney, Agnes, 4227 Broadway, Indianapolis  
 Maier, John V., Wilson Junior High School, Muncie  
 Malone, Julia, Lincoln School, South Bend  
 Marbury, Mrs. Vivian I., 412 W. 26th St., Indianapolis 8  
 Marsh, Esther, 11 E. Portland Ave., Vincennes  
 Matthews, John V., 308 E. Jefferson, Columbia City  
 \*McCarty, Adelaide, 3444 N. Pennsylvania, Indianapolis  
 McClelland, Mary, 1608 Fruitdale Ave., Indianapolis  
 McClure, Byrl, 2110 N. New Jersey St., Indianapolis  
 McCormick, Albert T., R.R. 1, Milton  
 McCoy, Geneva, 974 West Dr., Woodruff Pl., Indianapolis  
 McCullough, Lena, Weldele School, Terre Haute  
 McCutchan, J. B., Harwood School, Evansville  
 McDougall, Effie, Whittier School, 12th and Sterling, Indianapolis 1  
 McGinty, Agnes, 125 S. Fifth St., Clinton  
 McHale, Mrs. Ethel, Washington School, Gary  
 \*McLaughlin, Dorothy C., 2 Ruth St., Hammond  
 McSwane, Harold, Justin N. Study School, Ft. Wayne 6  
 Merklein, Mollie C., 6411 Moraine Ave., Hammond  
 Milanovich, Anthony, 58 S. 16th St., Richmond  
 Miller, C. V., Rt. 11, Box 332-D, Indianapolis 44  
 Miller, Edgar, Rt. 5, Crown Point  
 Miller, F. D., 1706 S. Webster, Kokomo  
 Mitchell, Madie, 702 Union, Indianapolis  
 Mitchell, Omer M., Blaine School, Muncie  
 Mitten, George W., 3905 Kenwood Ave., Indianapolis  
 Montague, Wallace, School 80, 920 E. 62nd St., Indianapolis  
 Moore, Mrs. Olive, 2316 E. Walnut St., Evansville  
 Morgan, Mary E., 717 E. 8th St., Indianapolis  
 †Morris, John M., 925 Nuttman Ave., Ft. Wayne 6  
 Morrison, E. L., 313 Sunnyside Ave., Aurora  
 Moser, William Paul, 109 S. Elm St., Jeffersonville  
 Murfin, Mark, Fairview School, Richmond  
 Neff, Eldon J., 205 New St., Hobart  
 \*†Negley, Samuel M., 23 S. Downey, Indianapolis  
 Nelson, Arnold K., 195 N. Shortridge Rd., Indianapolis  
 Nessler, Augusta, 1034 N. Tacoma Ave., Indianapolis 1  
 \*Nicholson, Guy, Daniel Wertz School, Evansville 15  
 Nolcox, Matthias, 2866 Highland Pl., Indianapolis  
 Norman, C. Harvey, 1002 S. Brady St., Attica  
 Norris, E. L., 3331 Guilford Ave., Indianapolis 5  
 Norris, Max H., R.R. 4, Box 730-B, Indianapolis 44  
 Northcott, Lincoln, 1350 Winton Ave., Speedway  
 Nugent, Muret E., 765 S. Ninth St., Noblesville  
 O'Bryan, Eugene, 1606 E. Vermont St., Indianapolis  
 O'Dell, Violette, 130 N. Second St., Elkhart  
 Orear, Ethel L., 617 E. Main St., Lebanon  
 Orr, Mrs. Mildred B., 5347 College Ave., Indianapolis 5  
 Ostheimer, George F., R.R. 11, Box 289-N, Indianapolis 44  
 Page, Lawrence A., Henry Reis School, Evansville 11  
 Perry, H. A., 1047 N. Kennedy, Kokomo  
 Pesavento, Irma, 506 N. Seventh St., Clinton  
 Petro, Kenneth, Roosevelt School, Muncie  
 Phipps, Laura E., McCulloch School, Ft. Wayne  
 Pitman, Dorsey F., 702 Catterlin St., Frankfort  
 Pittenger, Avice, Rt. 3, Muncie  
 Plasket, Joseph H., Hamilton School, Ft. Wayne 5  
 Pollock, Donald, 912 Lillian St., Hobart  
 Popp, Freda M., 4453 Central Ave., Indianapolis 5  
 Powers, Mrs. Esther, 3705 Graceland, Indianapolis 8  
 Price, Hugh W., Central School, Mt. Vernon  
 Price, Maude J., 3025 N. Meridian St., Indianapolis  
 Ramey, Belle, 718 E. 34th St., Indianapolis  
 †Rankin, Mrs. Vivian Sowers, 144 Buckingham Dr., Indianapolis  
 Ray, Mrs. Mary S., School 60, Indianapolis  
 Reimold, Crissie E., Henry Studebaker School, South Bend  
 Rentschler, Mrs. Cora, 5451 E. Tenth St., Indianapolis  
 Reynard, Mrs. May, Kaley School, South Bend 19  
 Rhodes, Ruth M., Wallace School, Hammond  
 Riker, Jeanette, 1535 Central Ave., Indianapolis 2  
 Riley, Herman M., 4066 Boulevard Pl., Indianapolis 8  
 Robb, Mrs. Iris F., 1920 H St., Bedford  
 Robbins, Pauline, State Street School, Huntington  
 †Robertson, O. Dale, Franklin School, Ft. Wayne 7  
 Rochelle, Dr. Charles E., 1173 E. Indiana St., Evansville  
 †Rohrer, Basil E., 823 Jackson Ave., Evansville 13  
 Runk, Mary L., 3630 N. Meridian, Indianapolis 8

- Rosbrugh, Mrs. Ethel, 627 Portage Ave., South Bend 16  
 Rost, Mrs. Georgia S., 5612 Winthrop Ave., Indianapolis  
 Russell, Jessie C., 111 E. 16th St., Indianapolis 2  
 Salmon, Flossie E., 505 Walnut St., Petersburg  
 Sarber, Harold O., 1504 E. Beardsley, Elkhart  
 Scott, Elizabeth H., 3025 N. Meridian, Indianapolis  
 Seigle, Dorothy M., 1002 E. Lewis St., Ft. Wayne 4  
 Shadley, Madison T., 3755 Rockville Rd., Indianapolis  
 Shaffer, R. D., Supt. of Schools, Muncie  
 \*Sherwood, Hollace C., Burris School, Mitchell  
 Shew, Sarah Rue, Universal  
 Shirley, Mrs. Edith, School 1, 3614 E. 36th St., Indianapolis  
 Shockley, Mrs. Eva M., 115½ S. Ninth St., Richmond  
 Smith, Amos V., Oaklandon  
 Smith, Lloyd N., Indiana State Teachers College, Terre Haute  
 Soules, Gertrude F., 24 S. 20th St., Terre Haute  
 Spice, Mary E., 2503 Brown St., Anderson  
 Spradley, Nari A., 902 N. Weinbach Ave., Evansville 14  
 Spuller, Paul, 4518 Wilmette Ave., Ft. Wayne 5  
 Stafford, Laurence T., 4702 Kenwood Ave., Indianapolis  
 Stafford, Mabel, 430 W. Main St., Richmond  
 Stahl, Edgar A., Greenwood School, Terre Haute  
 Standiford, F. W., 120 Beverly Ct., Michigan City  
 Standiford, Myrtle C., 413 N. Main St., Rushville  
 Stump, Merlin B., Rt. 15, Box 468, Indianapolis 44  
 Suchanek, Minnie M., 312 E. Donmoyer, South Bend 14  
 Sullivan, Marie, 1040 N. Delaware, Indianapolis 2  
 Summers, Helen, 624 Martin St., Ligonier  
 Sunthimer, Charles E., 5505 Guilford Ave., Indianapolis 5  
 Sweeney, H. E., 1721 Charles St., Lafayette  
 \*Switzer, Charles Z., 1014 Brown St., Lafayette  
 Swope, Lena D., 513 E. 20th St., Indianapolis  
 Terrell, Homer H., 609 E. Morgan St., Martinsville  
 Thomas, Alice Cary, 3922 New Haven Ave., Ft. Wayne 4  
 Thomas, Charlotte C., 307 Lincoln, Indianapolis 2  
 †Thomas, E. Glenn, Amboy  
 Thompson, Mrs. Lillian, 2128 E. Chandler Ave., Evansville 14  
 Thompson, Rose H., 2824 Boulevard Pl., Indianapolis 8  
 Thornburgh, John W., 5210 Central Ave., Indianapolis  
 Trueblood, Grace, Harrison School, Vincennes  
 Van Cleave, Nelson R., McKean School, Terre Haute  
 Vandenbark, H. W., 1617 S. Union St., Kokomo  
 Vice, Mrs. Mae, 416 W. Main St., Muncie  
 Vinson, Cecil, 1229 S. Eighth St., Terre Haute  
 Wadsworth, Mrs. Laura, 62 Layman Ave., Indianapolis  
 Waldo, Mrs. Helen, Riley School, Muncie  
 Walker, John S., McKinley School, Muncie  
 Wallace, Harold W., Jefferson School, Muncie  
 Walters, Herman G., 328 Kinsey St., Richmond  
 Walters, Lee, 1118 S. Webster St., Kokomo  
 Warner, Lawrence A., 2612 Waynwood Dr., Ft. Wayne 6  
 Watson, Mozelle, E. Eighth, Box 14, Michigan City  
 Webster, Maran, 680 Water St., Hobart  
 Weldy, Allen, Lincoln School, Elkhart  
 †Weldy, Myron D., 1141 Belmont Ave., South Bend 15  
 Wheeler, Mrs. Edna Brier, 3909 State St., Rt. 1, Box 25, Indianapolis  
 Whitaker, H. E., 1706 W. Wyoming St., Indianapolis 3  
 Whitchorn, Nettie, R.R. 8, Columbus  
 Whittier, C. Taylor, 450 Cleveland St., Gary  
 Wichl, Irene S., 2035 N. Meridian, Indianapolis 2  
 Wiles, Eva Y., 528 N. Central Ct., Indianapolis 5  
 Williams, M. O., 120 N. Vine St., Plainfield  
 Wilson, Flora A., 314½ W. Main St., Crawfordsville  
 \*Wilson, John W., 1525 S. Indiana Ave., Kokomo  
 Wilson, Reba M., 904 W. Sixth St., Anderson  
 Witham, Lewis F., 246 Oakwood St., Hammond  
 Witt, Mrs. Elizabeth R., Calvin Kendall School, Tenth and Wallace, Indianapolis  
 Wright, Dr. Wendell W., Dean, Junior Division, Indiana University, Bloomington  
 Wyand, Ralph B., 300 S. Washington, Danville  
 Young, I. Charles, Clayton School, Marion  
 Youngman, Charles W., 60 Kenmoire Rd., Indianapolis 1  
 Zedekar, James L., Emerson School, Muncie

## IOWA

- Aarvig, Bertha O., 1234 Second Ave., N. Ft. Dodge  
 Ahearn, Bess, Emerson School, Waterloo  
 Anderson, Eleanor, Dodge School, Council Bluffs  
 Anderson, Erma, Perkins School, Des Moines  
 Andrews, Harry O., 608 N. A. St., Oskaloosa  
 Ann, Sister M., Gertrude, O.S.F., Briar Cliff College, Sioux City  
 Ayer, M. Dorothy, 2 Park Pl., Keokuk  
 Bell, Ada E., 933 Bank St., Webster City  
 Bethel, Hollie, 216 N. 34th St., Council Bluffs  
 Beverley, Florence, Longfellow School, 416 Lincoln St., Waterloo  
 Bjorklund, Mrs. Ethel, 25½ S. Fred, Oelwein  
 Blanchard, Kathryn, 1226 48th St., Des Moines 11  
 Bloom, Nellie R., Park School, Harlan  
 Bregman, Henry, Fulton School, Dubuque  
 Brodeen, Mrs. Helen, 1618 Smith St., Burlington  
 Bures, Henriette, 1816 Seventh Ave. S.E., Cedar Rapids  
 †Campbell, Isabella J., Garfield School, Cedar Rapids  
 Carlson, Evelyn M., Beardshear School, Ames  
 Carter, W. Monroe, Hayes School, Davenport  
 Cartwright, Lottie, 305 E. State St., Marshalltown  
 †Chidester, June, 301 W. Washington St., Fairfield  
 Christian, S. A., Washington School, Keokuk  
 Coates, Rheda, Perkins School, Burlington  
 Coon, Hazel E., 14½ First St. S.E., Mason City  
 Crumrine, Jeannette, 416½ Western Ave., Waterloo  
 Currens, Jean, Lincoln School, Cedar Rapids  
 Davis, Emma Jane, Kirkwood School, Iowa City  
 Dekker, Marion, 766 Warden Apts., Ft. Dodge  
 De Kock, H. C., Supt. of Schools, Tipton  
 Dickerson, Blanche, 809 S. Fifth St., Perry  
 Dieterich, Hilda, 521 Seminary St., Dubuque  
 Donohue, Marjorie, 516 12th St. S.E., Cedar Rapids



- Dunaway, Dorothea, Franklin School, Hampton  
 Eckstein, Catherine, 1558 Bever Ave. S.E.,  
 Cedar Rapids  
 Edwards, Ada H., 305 E. Broadway, Fairfield  
 Faint, Agness, 808 W. Second, Waterloo  
 Ferry, Margaret, Ida Grove  
 Finch, Bertha O., 3900 Sixth Ave., Sioux City  
 Ford, Margaret, 303 South D St., Fairfield  
 Frager, Hattie, Irving Bldg., Marion  
 Frank, Emily, Luther College, Decorah  
 Frary, Marion B., Lincoln School, Burlington  
 Frey, Augusta M., 1226 Rhomberg Ave., Du-  
 buque  
 Friedrichsen, Lillie, 403 Grandview Ave., Mus-  
 catine  
 Funk, C. E., 302 N. Madison, Bloomfield  
 Gardner, Alice, Flint Hills School, Burlington  
 Garrett, H. L., Grant School, Waterloo  
 Grant, Mrs. Hazel Z., Hawthorne School, Inde-  
 pendence  
 Griffin, Vera L., 214 E. Pleasant St., Maquo-  
 keta  
 Gritzer, Florence, Hayes School, Cedar Rapids  
 Grupp, Mrs. Mabel B., Lincoln School, Water-  
 loo  
 Haggen, Sarah, Biltwell Apts., Ft. Dodge  
 Hall, Ethel, 21 N. Georgia, Mason City  
 Hall, Mary E., 1600 Willson Ave., Webster  
 City  
 Hansen, C. Arthur, Supt. of Schools, Clearfield  
 Harrington, Dorothy C., 204 First Ave. N.E.,  
 Oelwein  
 Hatten, Ruth M., Roosevelt School, Perry  
 Hayes, Fern A., 766 Warden Apts., Ft. Dodge  
 Hayes, Leslie M., Supt., Iowa School for the  
 Blind, Vinton  
 Heathershaw, Mae, S.W. 21st St. and Stanton  
 Ave., Des Moines 15  
 \*†Helbig, Esther F., 1033 Melrose Ter.,  
 Dubuque  
 †Hensleigh, Albert D., 117 Richard St., Iowa  
 City  
 Hill, Raymond, Tyler School, Cedar Rapids  
 Hixenbaugh, H. C., 804 Haynes Ave., Center-  
 ville  
 Hogan, Rachel, 317 N. Ninth St., Ft. Dodge  
 Horgen, Gladys, Box 153, Decorah  
 Horn, Dr. Ernest, State University of Iowa,  
 Iowa City  
 Howard, Clara May, 123 N. Adams St.,  
 Osceola  
 Howard, Madiline, 111 Fifth St. S.W.,  
 Waverly  
 Hoyman, W. H., Supt. of Schools, Indianola  
 Johnson, Bess R., Smouse School, Des Moines  
 Kauphusman, Marie V., 431 Fifth Ave. S.,  
 Clinton  
 Keane, Eva M., 1118 Center Pl., Dubuque  
 Kerrigan, Elizabeth, 1216 Scott St., Davenport  
 Killins, Doris E., 304 McGee Ave., Council  
 Bluffs  
 Kirlin, Vernon L., 606 S. Fifth St., Oskaloosa  
 Kistler, Gladys H., Storm Lake  
 Kitch, R. L., 456 Burton St., Sioux City  
 Knodle, Mary E., 220 First St. N.E., Hampton  
 Kober, Marie, 2 S. Adams, Mason City  
 Laing, Otto B., Supt. of Schools, Algona  
 Lamar, Elizabeth Lee, Bryant School, Sioux  
 City  
 Lane, Zelda, Saunderson School, Burlington  
 Lauritzen, A. E., Co. Supt. of Schools, Algona  
 Lester, Miriam L., Supvr., East High School  
 Bldg., Waterloo  
 Lightfoot, Lorene, 2640 Cottage Grove, Des  
 Moines 11  
 Lindsley, Clyde T., Johnson School, Cedar  
 Rapids  
 Loban, Myra E., 349½ Vine St., Waterloo  
 Loban, R. Lucile, Lafayette School, Waterloo  
 Malony, William N., Bloomer School, Council  
 Bluffs  
 March, Lucile, Floyd School, Sioux City 19  
 Marlin, Martha, Bryant School, Dubuque  
 McArthur, Jessie I., 700 W. Main St.,  
 Cherokee  
 McCall, Flossie P., 524 First Ave. E., Newton  
 McFarland, Mrs. Lucille, Glick School, Marsh-  
 alltown  
 McKittrick, Clara, Irving School, Waterloo  
 McMurray, Ida, 114 N. Second St., Marshall-  
 town  
 Meek, Margaret, Leon  
 Meneough, Frances, Byron Rice School, Des  
 Moines 10  
 Meredith, Reva Zoe, 515 N. Fourth Ave. E.,  
 Newton  
 Miller, Jennie H., 503 W. 12th St. S., Newton  
 Miner, Myrtle B., 1411 Sixth St., Perry  
 Moorman, Mrs. Etta, Grimes School, 804 Wal-  
 nut St., Burlington  
 Morgan, Doris M., 2404 Forest Dr., Des  
 Moines 12  
 Nau, Mrs. Helen G., Sunnyside School, Bur-  
 lington  
 Nelson, Almada G., Victoria Hotel, Des Moines  
 Nelson, Nanna, 1816 Fifth Ave. S.E., Cedar  
 Rapids  
 Nielson Christina E., Lincoln School, 732 11th  
 Ave. S., Clinton  
 Nodland, Marvin T., Box 1557, Sioux City 8  
 Olson, Lillian B., Box 173, Spencer  
 Osborn, Edward E., 507 S. Fourth Ave. W.,  
 Newton  
 Othmer, A. Mareia, Garfield School, Muscatine  
 Parker, Clyde, Supt. of Schools, Cedar Rapids  
 Patterson, Edith E., 2005 E. 29th St., Des  
 Moines 17  
 Pease, C. I., 2605 47th St., Des Moines 17  
 Peterson, Edna L. E., 1618 E. 13th St., Des  
 Moines  
 Peterson, Evelyn, Dir. of Elem. Educ., East  
 High School Bldg., Waterloo  
 Phillips, Ruth, 1400 Second Ave. S.E., Cedar  
 Rapids  
 Pogge, Lucile G., Van Buren School, Cedar  
 Rapids  
 Pritchard, Ruth B., 2801 Grand Ave., Des  
 Moines 12  
 Putnam, Kathryn, 115 Platner St., Council  
 Bluffs  
 Raich, Carrie, 824 N. 12th St., Keokuk  
 Ridgeway, Grace, Asst. Prin., Douglas School,  
 Des Moines  
 Rownd, Nellie M., 1113 W. 23rd St., Cedar  
 Falls  
 Ryan, Grace M., 1265 Langworthy Ave.,  
 Dubuque  
 Schindhelm, Margaret M., 218 E. Market St.,  
 Iowa City  
 †Schroeder, Elsa, 865 Rose St., Dubuque  
 Scott, Eva B., 108 Kirk Apt., Mason City  
 Seavy, Donald, 534 S. Clark St., Iowa City  
 Shepoiser, Lawrence H., Supt. of Schools, Inde-  
 pendence  
 Skovlin, Mrs. Blanche D., 22 N. Adams Ave.,  
 Mason City  
 Smithy, Annie, 1400 Second Ave. S.E., Cedar  
 Rapids  
 Snell, Mrs. Hazel, Emerson School, Marion  
 Spies, Mrs. Edna I., Dixon  
 Spitzer, Dr. Herbert F., University Elementary  
 School, Iowa City  
 Spooner, E. Lucile, 405 S. 12th St., Centerville  
 Sprague, Ina L., 1132 Elm St., Grinnell  
 Steimetz, Anna M., 2175 Rosedale Ave., Du-  
 buque  
 Stephenson, W. D., 427 Lane St., Waterloo  
 Strahan, Jenna, Taylor School, Cedar Rapids  
 Streep, Mildred, Onslow  
 Taff, Lucy, 412 N. Seventh St., Ft. Dodge  
 Tansey, Verne J., 324 Prospect Ave., Waterloo

Tapper, Inga B., 348 Forest Dr. S.E., Cedar Rapids  
 Thada, Lillian B., 200 W. Grimes St., Fairfield  
 Thorne, N. Ferne, Washington School, Des Moines 15  
 Toohey, Blanche V., 6030 N. Waterbury Rd., Des Moines 12  
 Vanderlinden, J. S., Supt. of Schools, Perry  
 Walker, Hazel Pearl, High School, Hudson  
 †Walters, Marjorie, Pres., Dept. of Elem. School Prin., Natl. Educ. Assn., 325 16th St N.E., Cedar Rapids  
 Weisbrod, Florence E., 2600 Kingman, Des Moines  
 Whitenack, Ethel, 10 W. Boone St., Marshalltown  
 Wilcox, Leona, 1916 44th St., Des Moines  
 Williamson, Estella, Box 27, Fairfield  
 Wilson, Anne G., 1038 Jefferson St., Ottumwa  
 Yeager, W. C., 3800 Garrettson Ave., Sioux City 20  
 Zinn, D. D., 2208 Grandview Blvd., Sioux City 18

## KANSAS

Adams, Alice, Hawthorne School, Kansas City 2  
 Allen, Lora, 708 S. Catalpa St., Pittsburg  
 Anderson, Melonice, 2115 N. Fifth, Kansas City  
 Anderson, Myrtle, Oakdale School, Salina  
 Barber, L. J., Seventh and Main, Shawnee  
 Barclay, Margaret, Frances Willard School, Kansas City  
 Bassett, Everett I., Stowe School, Kansas City  
 Baxter, Marlin B., Bluemont School, Manhattan  
 Bergman, F. V., Supt. of Schools, Manhattan  
 Bernstorff, Lydia S., Elem. Supvr., High School Bldg., Winfield  
 Billipsley, Will, 323 E. 17th St., Hutchinson  
 Blanka, Harley A., 115 N. Madison, Junction City  
 Boner, Helen A., 3015 Parallel, Kansas City  
 Borders, Fernan N., Lenexa School, Overland Park  
 Boughton, Nell F., 718 Union, Emporia  
 Bowby, C. Earl, 628 S. Spruce, Wichita  
 Briggs, P. O., Lakeside School, Pittsburg  
 Brotherson, Marie, Whitmore School, Kansas City  
 Brown, Alma J., 0121 Iowa St., Winfield  
 Bucher, Martha, Quindaro School, Kansas City  
 Buennige, Lucile, South Park School, Salina  
 Burk, Clyde, 528 E. Sherman, Hutchinson  
 Burke, Joe, 2718 Lee Ct., Topeka  
 Carle, Midget, 926 Walnut St., Emporia  
 Carr, Oscar T., Longfellow School, Wichita 11  
 Cartwright, Russell, Cleveland School, Coffeyville  
 Casebolt, Grace, Roosevelt School, Hutchinson  
 Cashman, Lola H., 902 N. Sum, Arkansas City  
 Conger, Myrtle, 104 S. Glendale, Wichita 8  
 Cook, Maurice E., 5454 E. Bruce, Wichita 10  
 Coyne, Roscoe, 1828 N. Main, Hutchinson  
 Craig, Johnnie, Copeland  
 Cron, Gerald W., Skinner School, Wichita  
 Cressfield, Ruth, Roosevelt School, Chanute  
 Crump, Leah E., Kealing School, Kansas City  
 Culp, Warren A., Washington School, Independence  
 Dalke, Robert W., Box 237, Windom  
 Davis, Mapes, L. M. Alcott School, Kansas City  
 De Wald, Eva, Box 453, Russell  
 Dicks, M. Alice, 715 Elm St., Lawrence  
 Dirks, J. K., Gardiner School, Wichita  
 Dowd, Gertrude, 1622 Mentor, Wichita 12  
 Easley, Ola, 1016 S. Cedar, Ottawa  
 Easter, Bruce C., 819 W. Walnut, Salina  
 Edgerton, Dene R., 6827 Lamar, Overland Park  
 Entz, Aganetha, Hawthorne School, Salina

Erickson, Anna, Major Hudson School, Kansas City  
 Erickson, Esther, McKinley School, Kansas City  
 Erikson, Etna H., 3821 Sleepy Hollow Dr., Wichita  
 Espenlaub, Dorothy, J. J. Ingalls School, Kansas City  
 Estes, Bonnie, 706 W. Fourth St., Coffeyville  
 \*\*Evans, Myrtle M., Abbott School, Kansas City  
 Fordyce, Charles A., 2511 W. 50th St., Kansas City 3  
 Foreman, Anna, Emerson School, Wichita 5  
 Fultz, Mrs. Rose, Central School, Pittsburg  
 Gaiser, Marie, R.F.D. 2, Leavenworth  
 Gammon, Delore, Dir. of Elem. Educ., 428 S. Broadway, Wichita 2  
 Glasgow, Mattie M., 429 N. 17th St., Kansas City  
 Gray, Maude, 236 N. 18th St., Kansas City  
 Gunzelman, D. Edna, 1005 Chestnut, Emporia  
 Guthridge, Wallace H., Supt. of Schools, Parsons  
 Hall, Marguerite, Attucks Schools, Kansas City  
 Hanna, Mrs. Carrie W., Stilwell  
 Hardy, Myra, Rt. 3, Arkansas City  
 Hargaline, C. D., Montezuma  
 Harrison, Mabel B., Elementary School, Overland Park  
 Hartford, May, 108 E. 14th St., Hutchinson  
 Hasenbank, Alvin, 112 E. Seventh, Newton  
 Hawkins, Mildred, Snow School, Kansas City  
 Haws, Nina, 315 N. Lorraine, Wichita 8  
 Hefflinger, Neva, 226 W. Second, Junction City  
 Hendrickson, Alta M., Cons. Schools, Oakley  
 Henry, John M., Washington School, Great Bend  
 Hepler, Elizabeth, Mark Twain School, Kansas City  
 Higgins, Harold H., Waco School, Wichita 4  
 Hollenbeck, Mrs. O'Neita, 318 N. Evergreen, Chanute  
 Houk, Laura L., Webster School, Wichita  
 Howard, Ivy, Morse School, Kansas City  
 Hubanks Mrs. Estella, 527 S. Hillside, Wichita  
 Husser, Juanita, North Broadway School, Leavenworth  
 Irwin, Madaline, Emerson School, Kansas City  
 Jacobs, Esther, Bancroft School, Kansas City  
 Jones, Willie Belle, 3111 Washington, Parsons  
 Junker, Wilma, Bryant School, Kansas City  
 Kauffman, L. L., 1321 Buchanan St., Topeka  
 Kelly, Beulah, Fairfax School, Kansas City  
 Kennedy, Opal Jayne, 735 Ohio St., Lawrence  
 Kenton, Lola, Chelsea School, Kansas City  
 Kerr, Orville, Lincoln School, Hutchinson  
 Kinsey, Gladys, 946 Ann, Kansas City  
 Kirkham, Mildred, 936 New York St., Lawrence  
 Klick, Frances N., 1005 W. Main, Chanute  
 Knarr, Irene, Garfield School, Parsons  
 Lamb, Clara S., Gould Hotel, Kansas City  
 Lawson, E. M., 316 Kiowa, Leavenworth  
 Legler, Mrs. Sue Todd, 119 Fourth Ave., Leavenworth  
 Lewis, Daniel W., 1204 Everett, Kansas City  
 Lindhorst, Genevieve, Columbian School, Kansas City  
 Lowe, Harold E., 5637 Wall St., Merriam  
 Lowe, Jessie H., 915 N. Spruce St., Kingman  
 Lumb, Mark, 3449 Medford Ave., Topeka  
 Malcolm, Stanley L., 1205 Elm St., Hays  
 Matheis, Louise E., Beloit  
 Matthews, Georgia R., Box 870, Garden City  
 Mayberry, Glenn, Grade School, Harper  
 McConnell, Mabel, Riverview School, Kansas City  
 McCormick, Anna, Bartlett School, Salina  
 McNaughton, Lola, Parker School, Kansas City  
 Meeks, Hazel, 822 N. 17th St., Kansas City

Meyer, Mrs. Emma, 614 W. Myrtle, Independence  
 Miller, Elizabeth S., 4132 Rainbow Blvd., Kansas City  
 Miller, Siropra I., Lincoln School, Kansas City  
 Mills, Margaret, Bartlett School, Salina  
 Mitchell, Ruth, Lowell School, Salina  
 Moore, Floyd V., 1749 S. Martinson, Wichita 12  
 Moore, Wilmie, 104 E. Sixth, Hutchinson  
 Nelson, Sarah H., John Fiske School, Kansas City  
 Nelson, Sylvia, 1017 N. Fifth, Atchison  
 Noel, Carroll, Supt. of Schools, Wakeney  
 Noel, Pearl, 2403 Broadway, Great Bend  
 O'Brien, Dr. F. P., University of Kansas, Lawrence  
 Olson, Lillian, Franklin School, Salina  
 Parks, Helen Mac, Franklin School, Kansas City  
 Peed, Julia A., 114 N. Plum, Hutchinson  
 Pelzel, Helene, 326 S. Yale, Wichita 8  
 Perkins, Edna K., 118 Columbia, Augusta  
 Pettit, Susie, Phillips School, Salina  
 Poort, Milton C., Potwin School, Topeka  
 Porter, Mrs. Caroline W., 1628 Corning, Parsons  
 Rebshtein, Clara O., 511 N. Belmont, Wichita 6  
 Reedy, Mrs. Leah Mary, McKinley School, Parsons  
 Rennick, Hilda, 4009 Eaton, Kansas City 16  
 Rider, Paul B., Irving School, Wichita  
 Rippey, Winifred C., 5618 Walnut, Kansas City  
 Roberts, Grace, Whittier School, Kansas City  
 Robinson, Ella V., 1216 Washington Blvd., Kansas City  
 Scott, Bertha B., 1512 Baker St., Great Bend  
 Shaw, John, South School, Paola  
 Sheldon, E. R., Supt. of Schools, Great Bend  
 Simmons, Hazel Lee, 1646 Barker, Lawrence  
 Singer, Mrs. Mary, Park School, Wichita 5  
 Sidel, Bessie, Lake City  
 Smith, Blanch, 1803 S. Joplin, Pittsburg  
 Smith, Wallace, Turner  
 Snyder, Laura, 1345 S. Clifton, Wichita  
 Sparks, Elizabeth A., Central School, Kansas City  
 Stafefer, L. G., Rt. 2, Hutchinson  
 Stockhoff, Clara, Bethel  
 Strimple, Orville E., Shorey School, Topeka  
 Tannahill, Myrville, 1220 N. Fourth, Arkansas City  
 Thornburg, Mrs. Winnie C., 201 S. Chautauqua, Wichita 8  
 Tinder, Charles, Avenue A School, Hutchinson  
 Tipton, Mrs. Mabel, 3 N. Walnut, Paola  
 Todd, Susan, 2141 Rhode Island, Lawrence  
 Tomlinson, J. R., Lincoln School, Independence  
 Waldron, Mrs. Elsie, 2111 N. 29th St., Kansas City  
 Walker, Vivian, 700 N. Water St., Pittsburg  
 Watkins, Levi, Douglas School, Parsons  
 Webster, Mrs. Lillian M., 632 Mississippi St., Lawrence  
 Wetlaufer, C. P., Highland Park School, Topeka  
 Williams, Ermah C., 724 W. First Ave., El Dorado  
 Wilson, Frank E., Moran  
 Woodward, R. C., Dir. of Elem. Educ., Junior College, Hutchinson

## KENTUCKY

Allen, Mrs. Robbie B., 239 S. Seminary St., Madisonville  
 Ambrose, Sister, 1731 Edenside Ave., Louisville 4  
 \*Anderson, A. E., Robert D. Johnson School, Ft. Thomas  
 Barbour, Carl J., 1771 W. Ormsby, Louisville 10

Belcher, E. W., 671 Madlon Ct., Louisville 11  
 Bennett, Mrs. Mackie E., Center Street School, Bowling Green  
 Blanton, George S., Second Street School, Frankfort  
 Bohlinger, Joseph H., Arnold School, Newport  
 Borman, Helen, 1314 Highland Ave., Louisville 4  
 Bowling, J. D., High School, Hazard  
 Bridges, Russell E., Highlands High School, Ft. Thomas  
 Brown, G. H., 314 Pearl St., Louisville 2  
 Brown, J. B., 617 High St., Frankfort  
 Brown, William R., Rt. 1, Morning View  
 Browning, Mary, Supvr. Kdgn.-Primary Educ., 506 W. Hill St., Louisville 8  
 Burdette, Pauline, Lebanon  
 Campbell, Lewis, Weeksbury  
 Chapman, Edith A., 2441 Carter Ave., Ashland  
 Cole, Mary Isabelle, Western Kentucky Teachers College, Bowling Green  
 Coleman, Mabel L., 633 E. Hill St., Louisville 8  
 Cooper, D. T., Box 1137, Paducah  
 Cooper, J. Bryant, S. C. Taylor School, 1228 Liberty St., Louisville 3  
 Cravens, Mary Lee, 519 Griffith Ave., Owensboro  
 Damron, Rediford, Pikeville College, Pikeville  
 Demaree, Ona Belle, 4020 Garland Ave., Louisville  
 Dennis, Lalla, 1600 S. Main St., Hopkinsville  
 Drewry, Jewel, 3222 Lexington Rd., Louisville 6  
 Dunn, D. Y., Supt., Fayette County Schools, Court House, Lexington 6  
 Esch, Bianca, Clark School, Louisville 6  
 Estes, Kenneth A., 1713 E. 17th St., Owensboro  
 Ewan, Mrs. J. V., Kenwick School, Lexington  
 Finley, Mrs. Bructta, 725 S. Fifth, Paducah  
 Fishback, Mrs. James, 210 Burns Ave., Winchester  
 Franklyn, Mrs. Virginia H., 1305 Cypress St., Louisville 11  
 Gabby, Susan, 404 Rose Lane, Lexington  
 Guthrie, Cora, Eastwood  
 Hancy, Mrs. John F., Box 444, Catlettsburg  
 Hatfield, Herbert L., 307 Kingston Ave., Louisville 8  
 Heavey, Eliza B., 2427 Glenmary, Louisville 4  
 Hopper, Mrs. Lawrence M., Tompkinsville  
 Houston, G. Brisco, 429 Alves St., Henderson  
 Johnson, Sheila, Woodfill School, Ft. Thomas  
 Jones, Thelma W., Beechwood High School, Ft. Mitchell  
 Kelley, Nora S., I. N. Bloom School, 1627 Lucia Ave., Louisville 4  
 Lancaster, J. W., Supt., Garth City School, Georgetown  
 Lents, R. V., Constance  
 Liggins, C. A., 3011 River Park Dr., Louisville  
 Logan, Lillian, 2024 S. Second St., Louisville 8  
 Lovely, Lucile, 141 Owsley Ave., Lexington 27  
 Martin, L. Pearl, 121 Adair St., Shelbyville  
 Martin, Ruth, Strother School, 1337 Dixie Highway, Louisville 10  
 Matthews, Edward H., Auburn School, Auburn  
 Maupin, Audrey, Albany  
 May, J. Truman, Bremen  
 May, Rex Lee, 119 W. 22nd St., Owensboro  
 McCarty, Nettie, Ewing  
 McClure, Hannah H., 504 S. Maple St., Winchester  
 McClure, Mary E., 2313 W. Jefferson, Louisville 12  
 McDaniel, Lottie, 1824 S. Main St., Hopkinsville  
 McKee, Josephine, 1522 Edgewood Pl., Louisville 5  
 McLain, Alma, First District School, Maysville  
 Mitchell, Mary, 911 Walnut St., Owensboro

## 282 (Kentucky)

Moor, Dellard, Consolidated School, Sonora  
Newbern, Mignon, 273 E. Maxwell, Lexington 8  
Nichols, Mary, Edmonton  
Owens, Louis M., Star Route, Perryville  
Pates, Jeanette W., Ashland School, Lexington 37  
Patton, Eula S., Bayliss School, Ashland  
Pendleton, Sallie E., Medora School, Valley Station  
Perkins, Harry D., 2115 Maryland Ave., Covington  
Phillips, Verna A., Cortlandt Hotel, Louisville 3  
Proctor, Sue, Ruth Moyer School, Ft. Thomas  
Racke, Amelia, Alexandria  
Ragland, Anna Lou, Richelieu  
Ransdell, Mary E., Maxwell School, Lexington  
Reynolds, Eddie, Ruddles Mills School, Rt. 3, Paris  
Richmond, Patty, Box 590, Pikeville  
Ripley, Mrs. Rosalie W., 2031 Jefferson, Paducah  
Rogers, Jennie, Broadway School, Danville  
Rowland, Dr. W. T., 120 Walton Ave., Lexington  
Rudisill, Mabel, Western Kentucky State Teachers College, Bowling Green  
Scott, Aileen, 603 Frederica, Owensboro  
Seekamp, Adelaide, 1634 Lucia Ave., Louisville 4  
Smith, Mrs. Lucy Harth, Booker T. Washington School, Lexington 24  
Soper, Mrs. Oma Smith, Picadome School, Lexington  
Spurgin, Lucy, Rt. 1, Box 491, Louisville 7  
Stanley, Mrs. Emma M., 1925 Duker Ave., Louisville 5  
Strother, J. Park, 16 E. 18th St., Covington  
Stutz, Elsa, 2210 Sherwood, Louisville 5  
Sutton, Elizabeth W., Rural Supvr., Box 613, Jackson  
Toliver, Mrs. Edna Lanier, Maple Avenue School, Danville  
Walker, J. M., 120 Brank St., Greenville  
Walker, Mary V., 1414 E. Seventh St., Hopkinsville  
Watson, Clay V., Calhoun School, Calhoun  
Weaver, Helen M., Beechmont School, Louisville  
Webster, Nelba J., Jonesville  
Weibel, Elise, 2210 Sherwood, Louisville 5  
Wellington, Mrs. L. D., 130 W. Ormsby, Louisville  
Willett, Mattie M., 2319 Hale Ave., Louisville 10  
Wilson, Mrs. Lucile G., Russell Cave School, R.R. 3, Lexington  
Withrow, Ada B., 446 Chestnut St., Lexington 43  
Wright, Chloe, Kehoe

### LOUISIANA

Abadie, Lauraine M., 5870 Vicksburg St., New Orleans 19  
Aiken, E. S., School Board Office, Alexandria  
Allain, Daniel A., Jr., 800 N. Rendon St., New Orleans 19  
Anderson, Laura, 5625 Loyola Ave., New Orleans  
Arnaud, A. W., Hoffman School, New Orleans 13  
\*Bains, Mary, 440 McCormick, Shreveport  
Bauduit, A. Leonie, 4849 Chestnut St., New Orleans 15  
Bayne, I. D., Elementary School, Sulphur  
Becker, Ernest O., Asst. Supt., 1683 N. Claiborne, New Orleans 16  
Bell, Charles B., 2907 Milan St., New Orleans 15

## ELEMENTARY SCHOOL PRINCIPALS

Bergeron, Mrs. Desire J., Rt. 2, Box 56 K Houma  
Bossier, Antonia M., 3024 Second St., New Orleans 13  
Boyd, Mrs. A. F., 3009 Scenic Highway, Baton Rouge 7  
Boyet, Mrs. Ethel M., 2421 Highland Ave., Shreveport  
†Brummerhof, Edna G., 5850 Vicksburg St., New Orleans 19  
Bryson, Ruth, 1018 Jacobs, Shreveport  
Buatt, E. B., 110 E. Tenth St., Crowley  
Buisson, James A., 2627 LaHarpe St., New Orleans  
Cathcart, J. L., Box 748, Minden  
Causey, J. P., High School, Oak Ridge  
Davey, Anna C., Merrick School, 2319 Valence St., New Orleans  
David, Charles M., Jr., Jarreau  
De Cou, L. V., Hodge  
Dedeaux, Maude R., Craig School, 1423 St. Philip St., New Orleans 16  
Delaney, J. M., Central School, 526 Beauregard St., Alexandria  
†Dixon, Florence E., 2624 Verbena St., New Orleans 17  
\*\*†Doerr, Loretta R., 721 St. Philip, New Orleans 16  
Dolphin, Mary, 6330 Loyola Ave., New Orleans  
Doyle, A. C., 531 Slattery Blvd., Shreveport  
Dumestrie, Helen B., 3703 Louisiana Ave., New Orleans  
Dupont, Avis J., Dupont School, Rt. 2, Cottonport  
Dupont, Carroll L., Box 496, Houma  
Durand, L. A., Elementary School, Eunice  
Durham, Mrs. Ella B., 717 Kings Highway, Shreveport  
Echezabal, Elvina, 2034 Ursuline, New Orleans  
Edwards, Mrs. Alice, Jewella School, Shreveport  
Ewing, Mrs. T. S., New Iberia  
†Fehrenbach, Marguerite C., 4218 Loyola Ave., New Orleans 15  
Fernon, Herma, 4220 Franklin Ave., New Orleans 17  
Ferran, Rose, 3515 Napoleon Ave., New Orleans 15  
Foil, H. E., Elementary School, Franklinton  
Fougerat, Hazel M., 960 Wilson Dr., New Orleans 19  
Fulham, Ruth D., Div. of Guidance, 703 Carondelet St., New Orleans 13  
Gilbert, Mrs. R. E., Box 1030, Tallulah  
Glover, Mrs. Edna Karr, 211 Nashville Ave., New Orleans 15  
Goldenberg, Rachel, 142 Herndon, Shreveport  
Gosselin, Mrs. Kathryn, Box 63, Bastrop  
Grehan, Carrie M., 5121 St. Charles Ave., New Orleans 15  
Hanley, Agnes, McDonogh School No. 23, 719 S. Carrollton Ave., New Orleans 18  
Harney, Edgar P., Thomy Lafon School, 2916 S. Robertson St., New Orleans 15  
Himel, Roy A., Napoleonville  
†Hunrichs, Amy H., 2706 Dublin St., New Orleans 18  
Hughes, Mrs. Ruth Lee, 322 Albany St., Shreveport 20  
Jones, Francis L., 444 Oakley Dr., Shreveport  
Jones, John A., 305 Bossier St., Natchitoches  
Jones, William H., 4129 Willow St., New Orleans 15  
Keitz, Henrietta C., 2132 Broadway, New Orleans 18  
Kevlin, Zita, 1202 N. Dupre St., New Orleans 19  
Laborde, Ben F., Box 427, Marksville  
La Fleur, Laure, 1801 Florida St., Baton Rouge 8  
Lanier, Jack F., Roseland  
\*Ledet, Edna, Box 328, R.D., Raceland

# LIST OF MEMBERS

(Maryland) 283

Le Jeune, Curby J., Oil Field School,  
Evangeline  
Littlejohn, Augusta Pugh, 1221 Leontine St.,  
New Orleans 15  
Longe, George, 1625 Milton St., New Orleans  
Marionneaux, P. E., Shady Grove High School,  
Rosedale  
Markey, Ruth, 6038 Canal Blvd., New Orleans  
19  
Mascara, Ruth, 4722 Venus St., New Orleans  
McAuliffe, Katherine, Pilottown  
McLehany, Willie Belle, 557½ Merrick, Shreve-  
port  
Messelwhite, S. A., Oberlin  
Meyer, Elise, McDonogh School No. 28,  
Esplanade and White St., New Orleans  
Miller, C. C., 125 Sutton Ave., Houma  
Moore, Loretta, 2038 General Taylor St., New  
Orleans 15  
\*Muton, Dalton V., 227 Vermillion Blvd.,  
Lafayette  
Murphy, Ellen L., McDonogh School No. 11,  
2609 Palmyra St., New Orleans 19  
Nogress, Mrs. E. R., R. D., Box 18-A,  
Thibodaux  
Payau, Blanche, 607 Coffin Ave., New Orleans  
Pellegrin, Lionel O., Maplewood School,  
Maplewood  
Perry, C. L., High School, Rodessa  
Persac, Mrs. Linnie B., 2506 Hundred Oaks  
Ave., Baton Rouge  
Peters, Mrs. L. W., 4556 Vanderbilt Dr., Baton  
Rouge  
Petur, Zoe, R. D., Box 315, Westwego  
Pfeiffer, Hennesetta O., 5640 Dauphine, New  
Orleans 17  
Poncet, Aimee J., 703 Carondelet St., New  
Orleans 13  
Resweber, I. P., Central School, Bastrop  
Richards, J. O., Jr., 2715 Danneel St., New  
Orleans 13  
†Roger, Rita M., 2815 St. Claude Ave., New  
Orleans 17  
Rousseve, Charles B., 1323 Columbus St.,  
New Orleans 16  
Ruffo, Leona B., 2215 Pine St., New Orleans  
Rugg, L. S., Bush Avenue School, Alexandria  
Rundell, W. C., Elementary School, Jonesboro  
Russo, Adeline, Box 268, Abbeville  
Rutledge, J. W., Crosley School, West Monroe  
St. Dizier, A. J., Central School, Lake Charles  
Schwartz, Joseph, 1026 St. Ferdinand St., New  
Orleans  
Shnault, Mrs. Lena H., Caddo Heights School,  
1505 Summers St., Shreveport  
Short, Alice, Atkins School, Shreveport 25  
Snelling, Vera, 114 Preston Ave., Shreveport  
Spier, Ruth, East Side School, Bastrop  
Stafford, T. L., Opelousas  
Steidtmann, Charles, 1421 Hillary St., New  
Orleans  
Strassel, May E., 218 Verret St., New Orleans  
Suberette, Mrs. Anna V., 2479 Verbena, New  
Orleans  
†Sullivan, Violet M., 1105 Jefferson Ave., New  
Orleans  
\*Tubre, B., Rosenthal School, Alexandria  
\*Verret, Jesse J., La Grange School, Lake  
Charles  
Vickner, Adele, Higgins School, New Orleans  
Villarubia, Nelda, 445 Fairway Dr., New  
Orleans 18  
Walker, Calanthe, 919 Marengo St., New  
Orleans  
\*Watson, Genie, 457 Laurel St., Baton Rouge 8  
Webb, Bertha, Box 5573, Drew Sta., Lake  
Charles  
White, J. Arthur, 4217 Orleans Ave., New  
Orleans 19

Will, Alma V., 2318 Dublin St., New Orleans  
18  
\*Williams, Fannie C., 2121 Annette St., New  
Orleans 19  
Wossman, Julia C., 313 Wood St., Monroe  
Wright, L. Zenobia, 2515 St. Philip St., New  
Orleans

## MAINE

Ambrose, Edward S., 6 Gothic St., South Paris  
Belleau, Eglantine, Garcelon School, Lewiston  
Boone, Mary P., 193 North St., Milltown  
Burke, Sarah T., 23 Pleasant St., Lewiston  
Cullen, William M., 178 College St., Lewiston  
Curtis, Mrs. Amy M., Patten  
Holgate, Ruth, 389 College St., Lewiston  
Holmes, Helena E., 24 Howard St., Lewiston  
Kent, Mrs. Clara A., 105 Richland St., South  
Portland  
Mather, Richard B., Frank C. Frisbee School,  
Kittery  
Murray, Ruth A., 30 E. Kidder St., Portland 5  
O'Brien, Mrs. Esther, Freeport  
Pratt, Mrs. Edna L., 15 Bath St., Brunswick  
Purdy, Edna S., 60 Chestnut St., Gardiner  
Richardson, Edwin W., Rt. 2, Waterville  
Roberts, Wayne E., Redbank School, South  
Portland  
Rodick, Albert R., Fairmount School, Bangor  
Small, Dora L., Roosevelt School, South Port-  
land  
Soule, Clara L., Room 60, City Hall, Port-  
land 3  
Starbird, Myron E., 7 North St., Farmington  
Stetson, Aimee L., 42 Cumberland St., Bruns-  
wick  
Willard, Addie I., 74 Main St., Sanford

## MARYLAND

Adams, Margaret, 5301 Bosworth Ave., Balti-  
more  
Alder, Grace, 1111 Lexington Bldg., Balti-  
more 2  
Alderton, Mrs. Loretta P., 8712 Colesville Rd.,  
Silver Spring  
Andrews, Flora Ethel, Shady Side  
Anglin, Mrs. Mildred L., Riverdale School,  
Riverdale  
Arnold, E. Pearl, 4637 Reisterstown Rd.,  
Baltimore 15  
Balsley, Nona S., 69 E. Antietam St., Hagers-  
town  
Bannatyne, Kate, Supv. Teacher, Garrett  
County, Gransville  
Barlow, Joseph T., 209 Washington Ave.,  
Towson 4  
Bean, Harold, Little Orleans  
Beetham, Martha E., 1254 Woodbourne Ave.,  
Baltimore 12  
Betts, Mrs. Ella Lee, Upton Street School,  
Salisbury  
Biggs, G. Marie, Box 42, Jessup  
Bishop, Elizabeth G., Bishopville  
Blacklock, Josiah A., 7201 Sparrows Point Rd.,  
Baltimore 19  
Blonskey, Lula M., 407 Valley St., Cumberland  
Bond, Mrs. Margaret E., 3704 The Alameda,  
Baltimore 18  
†Bosley, Mrs. Elsie D., 640 Regester Ave.,  
Baltimore 12  
Bosley, Estie, Finksburg  
Bourke, Jessie S., 106 Homewood Rd., East  
Linthicum Heights  
Bowers, Evan F., Westminster School, West-  
minster  
Brain, Earl F., Beall School, Frostburg  
Broome, Dr. Edwin W., Supt., Montgomery  
County, Rockville  
Brown, Edward W., Calvert School, 105 Tus-  
cany Rd., Baltimore

- Brown, William L., 309 W. Seventh St., Frederick
- Browne, Annlea H., 138 Fairground Ave., Hagerstown
- Burdette, Eunice E., 5405 38th Ave., Hyattsville
- Burdette, Maxwell E., Gaithersburg School, Gaithersburg
- Carroll, Agnes, 402 Pulaski St., Cumberland
- Carroll, James G., School No 10, Hollins and Schroder Sts., Baltimore 23
- †Caudill, Miss Thomas Imogene, 111 Wood St., Frostburg
- \*Cleaves, Frances M., 221 Howard St., Elkton
- Cobb, Stanwood, Country Day School, 17 Grafton St., Chevy Chase
- Cockran, R. Leroy, Elementary School, Glenburnie
- Colp, Louise R., 2904 Bunker Hill Rd., Mt. Rainier
- Collins, Mrs Gertrude Rowley, 804 Kentucky Ave., Cumberland
- Connor, Miles W., Coppin Teachers College, Baltimore 17
- Cook, Nellie, 100 Wilson Lane, Bethesda
- Coursey, Carolyn, Grasonville
- Crockett, Clara M., School 32, Guilford Ave. and Lanvale St., Baltimore 2
- Dawson, Mrs. Veronica P., Linthicum
- Dean, Myrtle E., 233 Elder St., Cumberland
- Delaney, Agnes V., Walbrook School, Baltimore 16
- Dellone, Augusta, School No. 23, Wolf St. at Gough, Baltimore 31
- Dennis, Mrs. Louise M., 2008 Druid Hill Ave., Baltimore 17
- Deppenbrock, Audrey R., 3116 Berkshire Rd., Baltimore 14
- Dewling, Helen I., School 34, Washington Blvd. and S. Cary St., Baltimore 30
- Dewling, Ruth E., School 76, Fort Ave. and Decatur, Baltimore 30
- Didier, Claudia B., 829 W. University Pkwy., Baltimore
- Dowling, Nellie F., Hammond Street School, Westernport
- Evans, William B., Jr., 7425 MacArthur Blvd., Bethesda 14
- \*Ewing, Margaret T., Fort Howard School, Baltimore 19
- Fatkin, William, Luke School, Luke
- Filer, Grace E., West Side School, Cumberland
- Flake, Elizabeth, 445 Baltimore Ave., Cumberland
- Foltz, Clarence W., Boonsboro
- Fowble, J. Franklin, Chase School, Baltimore 20
- Fowler, Mrs Winifred, 814 Chester Ave., Eastport
- Frantz, Merle D., Elementary School, Oakland
- \*Fugitt, Elizabeth, Center School, Greenbelt
- Fuller, Althea R., 830 Greens St., Cumberland
- Gains, Helen O'Boyle, Mullikin School, Mitchellville
- Gaither, Mrs Katherine R., 12099 Georgia Ave. Ext., Silver Spring
- Gerhardt, Lillian M., 3811 Barrington Rd., Baltimore
- Gilds, Franklin S., Uniontown School, Uniontown
- Glass, Sarah, Montgomery Arms Apt., Collesville Rd., Silver Spring
- Gloster, Mrs. Florence G., 1522 McCulloh St., Baltimore 17
- Goslee, Royce L., Preston
- Gough, Katharine L., Laurel
- Gruffee, Arthur H., Sykesville
- Griffiths, Mrs Ellen, School 225, Maisel and Nevada Sts., Baltimore 30
- Gue, Mrs Ruth, Elementary School, Rockville
- Guyton, M. Ruth, 3101 Belair Rd., Baltimore 13
- Hammond, Alvey G., Parkville School, Baltimore 14
- Harman, M. Helen, Dorsey School, Dorsey
- Harrison, Edith P., Crumpton
- Haslup, Mrs Laura K., Burtonsville
- Hawkins, Elmer T., Chestertown
- Hazzard, Graycie M., School 120, Robert St. and Penn Ave., Baltimore 17
- Henault, Mrs. Gladys M., Upper Marlboro
- Henderson, Mrs. Elizabeth J., School 126, Sharp St. nr. Montgomery, Baltimore 30
- Henderson, Mrs Roberta H., School 111, Carrollton and Riggs, Baltimore 17
- Henson, C. E., Lincoln High School, Frederick
- Herman, M. Rosella, 4000 Chatham Rd., Baltimore 7
- Herman, Helen, 3717 Reisterstown Rd., Baltimore 15
- Heward, Lillie, Snow Hill
- Hickman, Mildred, 4328 Van Buren St., Hyattsville
- Higgins, Sarah E., Columbia Street School, Cumberland
- Hill, Mary C., 400 Camden Ave., Salisbury
- Hoover, L. Mabel, 1771 Homestead St., Baltimore 18
- Hopkins, Mrs Marguerite E. L., Box 323, Annapolis
- Hopkins, Nancy, Gambrills
- Hutton, Claire, Sherwood School, Sandy Spring
- Johnson, Mrs. Edna G., 2316 Montebello Ter., Baltimore 14
- Johnson, Eldred D., Mount Hays
- Jones, Jeannette, Box 66, Centerville
- Jones, Mrs. E. Romaine, 2432 Woodbrook Ave., Baltimore 17
- Jones, Martha R., 1514 N. Division St., Salisbury
- \*Jones, Mrs. Rosena C., Main St., Pittsview
- Kain, Mrs Agnes H., Elementary School, Chevy Chase 15
- Kaufman, Gee L., 4703 Decatur St., Edmonston
- King, Norris A., Elementary School, Essex 21
- King, Olive E., Forestville School, Upper Marlboro
- King, Oliveine C., 131 Bloomsbury Ave., Havre de Grace
- Lamphear, Mrs. Louisa W., Box 37, Glen Dale
- \*Larrimore, Mary A., Ridgely
- Lee, Lena K., 1818 Madison Ave., Baltimore 17
- \*Lewis, Frank H., 515 Fairview Ave., Frederick
- Longridge, Mary M., Jackson School, Lonaconing
- Low, Mrs John R., Queenstown
- Magee, Marie C., 4219 Ridgewood Ave., Baltimore 15
- Manley, John F., 116 Wood St., Frostburg
- Martin, A. Lee, 7-A Oak Grove Dr., Middle River 20
- Martin, Katherine M., Elementary School, Hancock
- McCormick, Alice A., Barton
- McGeady, Loretto, Centre Street School, Cumberland
- McGugan, Mary J., 1100 Magruder Ave., Baltimore 28
- McGuire, Mrs. Rosalie, 2011 N. Fulton Ave., Baltimore 17
- McLain, Margaret D., 5516 Mattfeldt Ave., Baltimore 9
- McSweeney, Sister Isabelle, St Joseph's College, Emmitsburg
- Melvin, Ethel B., School 60, Francis St., Baltimore
- Michelson, Helen A. E., Elementary School, Edmonston
- Moore, Mrs. Virginia, Pasadena
- Morningstar, Mary A., Barnesville

Morris, Mary V., School 128, Pierce and Schroeder, Baltimore 23  
 Morton, Mrs. Anna, Linthicum Heights  
 Moss, Margaret Bradley, 146 Prince George St., Annapolis  
 Needy, Glendora, Woodlin School, Silver Spring  
 Neels, Rolena C., 3401 Parklawn Ave., Baltimore 13  
 Noft, Vera, 100 Wilson Lane, Bethesda  
 Norvell, Mrs. Nellie, Shadyside  
 Parker, Mrs. Mabel, Glenburnie  
 Payne, Mrs. Anne L., 704 Peach Orchard Lane, Baltimore 22  
 Penn, Mary Ann, Rt. 3, Rockville  
 Powell, Mrs. James F., Princess Anne  
 Powell, Nellie R., 33 Water St., Frostburg  
 Proctor, William H., 724 N. Carrollton Ave., Baltimore 17  
 Quick, Alice M., Bradley School, Bethesda 14  
 Randolph, Madelene O., Box 304, Annapolis  
 Rawlings, Grace, 701 Cathedral St., Baltimore 1  
 Rawls, Mrs. Jessie B., 723 W. North Ave., Baltimore  
 Reidy, Kathryn G., Ager Road School, Hyattsville  
 Ricketts, Lulu B., Rt. 3, Rockville  
 Roberts, Clarence J., 2323 Ivy Ave., Baltimore  
 Roberts, Grace E., 4505 Highland Ave., Bethesda  
 Rockwood, Mrs. Marion, 610 Sligo Ave., Silver Spring  
 Roland, Elsie Hill, Flintstone  
 \*\*Rose, Mrs. Anna P., Chevy Chase Elementary School, Rosemary St., Chevy Chase  
 Satterfield, Martha, Gaithersburg  
 Schimmel, Goldie, 3304 Oakfield Ave., Baltimore 7  
 Schultz, Mary Roselda, Brandywine  
 Schwanebeck, W. Donald, Monkton  
 Screen, Isabelle, Johnson Heights School, Cumberland  
 Sensenbaugh, James A., Ridgely Rd., Lutherville  
 Shank, Eleanor R., 526 Nottingham Rd., Baltimore  
 Shenton, Mrs. Mary B., School 22, Scott and Hamburg Sts., Baltimore 30  
 Shires, Dorothy W., Box 725, Cumberland  
 Sloan, E. May, 907 F St., Sparrows Point 19  
 Smithson, Clara E., 3306 Clifton Ave., Baltimore 16  
 Smoot, Mrs. Mildred D., Indian Head  
 Snyder, Mrs. Nora M., Clear Spring  
 Somervell, Lillian E., Kensington School, Kensington  
 Soper, Jessie G., Clinton  
 Stabler, Mrs. Mary C., 4328 Clagett Rd., Hyattsville  
 Stack, Margaret S., Centerville  
 Storm, Elizabeth A., 706 W. North Ave., Baltimore 17  
 Stouffer, Mrs. Margaret J., 27 North Ave., Hagerstown  
 Sulzer, Mary F., School 92, Charles and Ostend Sts., Baltimore 30  
 Tennant, Anne W., 313 Greene St., Cumberland  
 Thomas, Mary B., 1307 Division St., Baltimore 17  
 Throckmorton, Edith M., Box 68, Sandy Spring  
 Tilghman, Helen G., 708 Wyndhurst Ave., Baltimore 10  
 Tymeson, Mrs. Minam G., 720 Flower Ave., Takoma Park  
 Vogts, Leila, Box 345, Aberdeen  
 Waesche, Mrs. Charlotte S., Mitchellville  
 Walker, Edith V., Montebello School, Harford Rd and 32nd St., Baltimore 18  
 Ward, Lula D., Elementary School, Ridgely

Waring, Eleanor B., 168 Green St., Annapolis  
 Warthem, Albert E., Germantown  
 Weems, Mrs. Mamie L., Deale School, Deale  
 Wheeler, Joshua R., Dundalk School, Dundalk  
 Whittaker, Rowena L., North End School, Greenbelt  
 Wiers, Mary M., 2936 Wyman Pkwy., Baltimore 11  
 Wilson, Oliver C., Newark  
 Winner, Bernice A., Midland School, Midland  
 \*Wirth, Mary Z., 10115 Connecticut Ave., Kensington  
 Wood, J. Arthur, Hanson Street School, Easton  
 Wright, G. Albert, School 140, Carrollton and Lexington Sts., Baltimore 23  
 Wright, Sara E., Elementary School, Corriganville  
 Yealy, Ralph, 42 W. Green St., Westminster  
 Young, Bess M., Woodside School, Silver Spring

## MASSACHUSETTS

Adams, Mrs. Edith B., 28 Short St., East Walpole  
 Allard, Dorothy A., Pearl Street School, Reading  
 Allen, Bessie B., 30 Grafton Ave., Milton  
 Allen, Mrs. Homer, Feeding Hills  
 Annis, Ruth E., Julia Ward Howe School, Revere  
 Arnold, Mary A., 54 Dunlap St., Salem  
 Asher, Marguerite, 316 Highland Ave., Winchester  
 Astley, Edith M., Thompson Street School, New Bedford  
 Atkins, Robert S., 15 Center St., Provincetown  
 Aughtigan, Helen M., Pierce School, Malden  
 Avery, Ruth, Brooks School, West Medford  
 Baldwin, Jessie A., Vose School, Milton  
 Balfie, John J., Houghton School, Cambridge 39  
 Barron, Edna I., Washington School, Beverly  
 Barry, Mary J., Adams School, Everett  
 Bartlett, Marion L., Howard Street School, Springfield 5  
 Bath, Mrs. Rebecca B., 494 Westfield St., West Springfield  
 Baylies, Stella H., 80 Hanover St., Fall River  
 Bemis, Fanny M., 96 Florida St., Springfield 9  
 Beverly, Grace M., Balch School, Norwood  
 Blanchard, Roland, Lincoln School, Brookline 46  
 Bond, Edmund H., Phillips School, Watertown  
 Bonner, Mrs. Edna M., 189 High St., Greenfield  
 Booth, Hilda, 223 Hathaway Rd., New Bedford  
 Borges, Rose, 6 Pleasant St., Dighton  
 Bourgeois, William L., Supt of Schools, Southbridge  
 Bowker, Rosa M., 161 High St., Springfield  
 Boyd, Christine L., Pierce Street School, Greenfield  
 Bozozian, K. Merton, Frost School, Westford  
 Brainerd, G. Winthrop, 77 Manchester Rd., Newton Highlands 61  
 Brassil, Theresa, 238 Ash St., Waltham  
 Brazier, Mildred F., Fernald State School, Waverly 78  
 Brown, Mrs. Ruth H., 69 Carpenter St., Foxboro  
 Buck, Ella N., 72 Linden St., Wellesley 81  
 Burke, Walter M., Kenny School, Dorchester 24  
 Burns, Mrs. Edna F., Bennett School, Leominster  
 Burns, Eva S., Winn Brook School, Belmont 78  
 Cabill, Margaret E., 175 Ocean St., Lynn  
 Calden, Mary Frances, 58 Maple St., New Bedford  
 Campbell, Clara E., Mabie School, Revere 51

- Carney, Mary C., Burleigh Rd., Wilbraham  
 Carvalho, John A., 45 Stamford St., Fall River  
 Casey, Mary J., Achenbach School, Revere  
 Caton, Anne J., E. E. Hale School, Everett 49  
 Chace, Ruth L., 31 Parker St., New Bedford  
 Chase, Preston L., Shirley Street School, Winthrop  
 Chase, Dr. W. Linwood, School of Educ., Boston University, 84 Exeter St., Boston 16  
 Cheney, Mrs. Bessie B., Priest Street School, Leominster  
 Churchill, Clarence E., Hyde School, Newton Highlands  
 Cloran, Kathryn M., Hood School, Lynn  
 Cloues, Paul, 82 Frost Ave., Melrose  
 Lucas, Elgie, Driscoll School, 64 Westbourne Ter., Brookline 46  
 Coffey, Sue, Bartlett School, Pittsfield  
 Cole, Mary A., Sewell-Anderson School, West Lynn  
 Condon, Elizabeth A., Oliver School, Salem  
 Connor, Helen K., Pierce School, Leominster  
 Cook, Mabel B., 231 Lowell St., Waltham 54  
 Cook, Raymond F., Daniel Butler School, Belmont 79  
 Coombs, Milford L., Elementary School, Harvard  
 Copland, Janet F., 6 Norwood St., Winchester  
 Corcoran, John E., Pierce School, Leominster 46  
 Corish, Gertrude L., 86 Mill St., New Bedford  
 Costello, Teresa M., Memorial Junior High School, Fairview  
 Cota, Ardell M., 308 Washington Ave., Chelsea 50  
 Cragin, S. Albert, 156 S. Main St., Reading  
 Crockwell Winifred M., 11 Manning St., Medford  
 Cunliffe, Bessie, Stephen Barker School, Methuen  
 Cunningham, Mary E., Tatnuck School, Worcester  
 †Cushing, Lena, 12 Brewster Rd., Framingham  
 Danahy, Katherine G., 12 Tower Ter., West Springfield  
 Daniels, Laura A., 96 Florida St., Springfield  
 Davis, Bertha S., 43 E. Emerson St., Melrose  
 Davis, Blynn E., Supt. of Schools, Littleton  
 †Davis, Margaret J., Oaks Hotel, Springfield 9  
 Dean, Mary A., Shattuck School, Norwood  
 Dean, Stuart E., Supvr. of Elem. Educ., Banks School, Waltham  
 De Loura, Lena M., 7 Colburn Rd., Wellesley Hills 82  
 Desmarais, Laura, Marcy Street School, Southbridge  
 Dexter, William A., Supt. of School, Easthampton  
 Dillon, Helen T., Leonard School, Malden 48  
 Dingley, Vivian A., 20 Ware St., Cambridge  
 Doherty, Ellen C., Osgood School, Medford 55  
 Dolan, James E., Beethoven School, West Roxbury  
 Donahue, Rebecca L., 7 Chestnut St., Holyoke  
 Donovan, James A., 855 E. Fifth St., South Boston  
 Dority, Ruth E., 570 Centre St., Newton  
 Dowling, Alice M., 36 Appleton Ave., Beverly  
 Driscoll, Nora T., Chapin School, Chicopee  
 Duffy, Andrew L., McDonough School, Fall River  
 Dunn, Mary M., 1400 President Ave., Fall River  
 Ehnes, Albert F., Rogers School, Fairhaven  
 †Eldridge, Raymon W., Exec. Com., Dept. of Elem. School Prin., Natl. Educ. Assn., Lawrence School, 27 Francis St., Brookline 46  
 Emery, Rachel A., Gardner's Neck Rd., Swansea  
 Enright, Helen A., 1 Jean Rd., Arlington 74  
 Fallon, Patrick T., 46 Broad St., Salem  
 Farrell, Richard J., Center School, West Bridgewater  
 Filion, George, Phillips School, Salem  
 Flagg, Sadie E., 114 Dickinson St., Springfield  
 Fleming, Mrs. Mary J., 16 Crescent Ave., Revere  
 Frost, Edna E., Callahan School, Norwood  
 †Frost, Maude D., 30 Church St., Milford  
 Fuller, LeRoy E., Jenkins School, Scituate  
 Fuller, Milton L., Central School, Gloucester  
 Galvin, William H., Crane School, Canton  
 Gardner, Mabel M., 512 Broadway, Everett 49  
 Gatti, Mentana, Ash Street School, Worcester 3  
 Glavin, Gertrude H., 125 Oakland Ave., Methuen  
 Gleason, Mary C., Cedar Grove Street School, New Bedford  
 Goodnow, Mrs. Gladys L., 216 Davis St., Greenfield  
 Goodspeed, Alice L., 24 Marion St., Dedham  
 Graham, Elizabeth, 64 Middlesex Ave., Reading  
 Graham, Rowena M., Gleason School, West Medford  
 Grant, Stephen W., Houghton Mifflin Co., 2 Park St., Boston  
 Greenwood, Carolina A., Converse Street School, Longmeadow 6  
 Grenache, Augusta A., High St., Ipswich  
 Griffin, Margaret T., 99 White St., Westfield  
 Haggerty, Margaret M., 157 Rimmer Ave., Chicopee  
 Halfpenny, Anne, 298 Elm St., Holyoke  
 Hall, Rita K., Concord Rd., Billerica  
 Hamilton, Mrs. Hope W., Pleasant St., Dighton  
 Hamilton, Robert, 192 Holbrook Rd., North Quincy 71  
 Harding, Elizabeth G., Hardie School, Beverly  
 Harrington, Harlan L., 74 Weston Ave., Braintree  
 Hastings, Elizabeth I., 210 Main St., Fairhaven  
 Hawthorne, Joseph S., Lowell Rd., Concord  
 †Hedberg, Agnes H., Winslow School, Norwood  
 Heffer, Mrs. Rachel A., 407 Linden St., Wellesley Hills 82  
 Hennessey, Mrs. Irene A., 156 North St., Ludlow  
 Higgins, Effie Grace, 67 N. Washington Ave., Waltham 54  
 Higgins, Ethel G., Hardy School, Arlington  
 Hillman, Ida E., 2019 Westfield St., West Springfield  
 Hobson, Raymond W. J., Samuel Watson School, Fall River  
 Hogan, John J., Rollins School, Lawrence  
 Holmes, Daniel L., North School Dist., Braintree 84  
 Holt, Mary E., 968 Plymouth Ave., Fall River  
 Houde, Anna M., 9 Track St., Brockton 5  
 Howland, Louise R., 639 Shawmut Ave., New Bedford  
 Ivok, Leo, Dix Street School, Worcester 2  
 †Jackson, Robert C., 90 Middle St., Braintree 84  
 Jewett, Grace Marion, 59 Vine St., Leominster  
 Jewett, John V., Heath School, Brookline 46  
 Jones, Helen P., 36 Curve St., Waltham  
 Keay, Harold E., Lafayette School, Roxbury 19  
 Keefe, Margaret M., Nichols School, Everett 49  
 Keller, Roy E., Supt. of Schools, Manchester  
 Kennedy, Winnifred C., 10 Lee St., Worcester 2  
 Lahan, Anna F., 51 Birchwood Rd., Methuen  
 Lambert, Georgia D., Euclid Avenue School, East Lynn  
 Lane, Helen H., Centre St., Segreganaset  
 Lane, Katherine, Valentine School, Chicopee  
 Lataille, Raoul O., Charlton Street School, Southbridge  
 Lawlor, Edward A., Hood School, Lawrence



## LIST OF MEMBERS

(Massachusetts) 287

- Legro, Edna S, 80 Banks Rd., Swampscott  
 Leighton, William A., 23 Williston Rd.,  
 Auburndale  
 Leland, Viola F., 14 Gibbon Ave., Milford  
 Leonard, Alice V., Hamilton School, Everett  
 Leonard, Eliot B., 70 Oak St., Greenwood  
 Lindquist, Evelyn R., State Teachers College,  
 Bridgewater  
 Linehan, John, Training School, Hyannis  
 Littlefield, Madeleine C., Center School,  
 Winthrop  
 Lyman, Esther S., 4 Lakecroft Ct., Melrose 76  
 Lytle, Donald F., Supt. of Elem. Educ.,  
 Barnstable School Dept., Hyannis  
 Macy, Frances B., 31 Parker St., New Bedford  
 Mahoney, John L., 87 Glendale Rd., Quincy  
 Maloney, John P., Quincy School, Tyler St.,  
 Boston  
 Mantyla, Lawrence J., Locke School, Arlington  
 74  
 †Marble, Sarah A., Room 14, City Hall,  
 Worcester  
 March, Mildred, John Ward School, Newton  
 Center  
 Mason, Josephine D., Hooker School, 70  
 Franklin St., Springfield  
 McAulay, Jennie, 184 Summer St., New Bed-  
 ford  
 McAuliffe, Dr. Mary F., Robert Treat Paine  
 School, Boston 24  
 McAuliffe, Mary K., 66 Fruit St., Worcester  
 McCarthy, Julia L., School St., South Acton  
 McCollum, Marion, 48 Beech St., East Walpole  
 McDonough, Margaret C., Kings Highway  
 School, West Springfield  
 McDowell, Mary A., Center School, Agawam  
 McGrath, Mary, 166 Main St., Amesbury  
 McHugh, Raymond C., Lafayette School,  
 Everett  
 McIntire, Ralph A., 125 N. Maple St., Flor-  
 ence  
 McLin, William H., Box 242, Attleboro  
 McNeil, Margaret A., Hibbard School, Pitts-  
 field  
 Metcalf, Lucie A., 9 Washburn Ter., Brook-  
 line 46  
 Mileham, Hazel B., Mark Hopkins School,  
 North Adams  
 Miller, James, Center School, Northampton  
 Minier, Ethel M., 137 Florence St., New Bed-  
 ford  
 Molloy, Mary G., 146 Veazie St., North Adams  
 Moore, Florence E., 227 Pope St., New Bedford  
 Morrill, Mrs. C. W., 37 Lawrence St., Wake-  
 field  
 Morrison, William D., 117 Greene St.,  
 Wollaston  
 Murphy, Walter D., 125 Francis St., Everett 49  
 Murray, Frances A., 22 Grove St., Milton  
 \*\*Newbury, Robert J., Baker School, Chest-  
 nut Hill  
 Norris, William, Sheldon School, Southampton  
 O'Brien, John J., 99 Brooke St., Brighton 35  
 O'Brien, M. Florence, Mercer School, Pittsfield  
 O'Connor, Elizabeth W., Gaston School, Fifth  
 and L Sts., South Boston  
 O'Flynn, Mary G., 61 Downing St., Worcester  
 O'Hern, Mary A., 80 Porter St., North Adams  
 O'Neil, Mary R., Belcher School, Chicopee  
 Falls  
 †Patt, Hermann George, Granville  
 Perkins, Mary I., 386 Eastern Ave., East Lynn  
 Pickard, Bernice J., 241 Plymouth St., Hol-  
 brook  
 Pierce, Donald D., Adams Square School,  
 Worcester  
 Porter, Frederick W., Supt. of Schools, Green-  
 field  
 Povall, Mrs. Evalene M., Collicot School,  
 Milton  
 Priest, Maud B., 49 Summer St., West Acton  
 Priestley, Eleanor M., Box 11, Sagamore  
 Ramsdell, Alice E., 94 Massachusetts Ave.,  
 Springfield  
 Randall, Joseph H., 454 Walnut St., Newton-  
 ville  
 Ray, Carlton W., 85 Pine Ridge Rd., Waban  
 Reid, Gertrude L., 50 Randall Ave., East Wey-  
 mouth  
 Remon, Ruth E., 13 Juniper Ave., Salem  
 Rich, Leonor M., Washington School, Win-  
 chester  
 Richardson, Bertha, 199 Belmont Ave., Spring-  
 field 8  
 Richardson, Gertrude E., 62 Harvard St.,  
 Springfield  
 Richardson, Margaret, Tucker School, Milton  
 Riese, Helen M., *Chairman*, Edit. Com., 1950,  
 Dept. of Elem. School Prin., Natl. Educ.  
 Assn., 126 W. Wyoming Ave., Melrose 76  
 Riley, Ellen F., 237 Elm St., Amesbury  
 Ritchie, Mary E., 99 Eighth St., New Bed-  
 ford  
 Rogers, Delia H., Faulkner School, Malden 48  
 Rogers, Harry, Oxford School, Fairhaven  
 Roode, Mabel E., 49 Pond St., South Wey-  
 mouth  
 Ross, E. Gertrude, 32 Arcade Ave., Rehoboth 2  
 Roy, Esther M., Myrtle Street School, Indian  
 Orchard  
 Sauer, Edith, Lincoln School, 732 Chestnut  
 St., Springfield  
 Savage, M. Louise, 297 Allen St., New Bedford  
 †Seavey, Morton R., Bulkeley School, Concord  
 Seward, Elsie P., 15-A Jason St., Arlington 74  
 Sharkey, A. Gertrude, 54 South St., Medford  
 Shea, Ellen V., Union Hill School, Worcester  
 Shea, Margaret E., 60 Freedom St., Fall River  
 Shea, Mary A., Main Street School, Woburn  
 Sheehan, Eileen M., 67 Bellevue Ave., Adams  
 Sheehan, Marguerite R., 54 Braddock St.,  
 Springfield  
 Simonds, Arthur D., Jr., Pearl Street School,  
 Reading  
 Simpson, Beatrice A., 104 Spring St., Hull  
 Skahill, Eleanor M., Prospect Street School,  
 Reading  
 Skillings, Edith F., Winthrop School, Everett  
 Smith, Doris E., 73 Crystal Cove Ave., Win-  
 throp  
 Smith, K. Helen, Winthrop School, Taunton  
 Souder, Dr. Rexford, Asst. Supt. of Schools,  
 Brookline 46  
 Stairs, Ina E., 9 Summit Rd., Wellesley 81  
 Stone, Edith, 502 Main St., Waltham 54  
 Striley, Amy M., 133 Newbury St., Danvers  
 Stuart, Herman H., Supt. of Schools, Melrose  
 Sullivan, Edith L., Ashland School, Brockton  
 13  
 Sullivan, Marguerite G., 90 Greenbrier St.,  
 Dorchester 24  
 Sweeney, Agnes G., 100 Otis St., Medford  
 Sweeney, Joanna, 48 Morgan St., New Bed-  
 ford  
 Sweeney, Margaret E., 73 Main St., Quincy 69  
 Swift, Ruth B., Newton School, Winthrop 52  
 Sylvester, Elizabeth, Ginn and Co., Statler  
 Office Bldg., Boston  
 Talbot, Mary, Franklin School, Everett 49  
 Taylor, Charles H., 345 Harvard St., Brook-  
 line  
 Thatcher, Hilda J., Stanley School, Swampscott  
 Thompson, Helen L., Cabot School, West New-  
 ton  
 Travers, Ruth A., 61 Essex St., Beverly  
 Tripp, Coburn W., Burbank School, Belmont  
 Tripp, Mary H., Ashley School, New Bedford  
 Twiss, Marion D., 21 Orne St., Worcester  
 Upton, Winifred P., Ryal Side School, Beverly  
 Wainwright, Lottie W., 535 Broadway, Fall  
 River

Wales, Mrs. Alfreda, Consolidated School, Ashland  
 Ward, Frances W., Hastings School, Framingham  
 Welch, Donald T., McElwain School, Bridgewater  
 Welch, Edward F., 591 Middle St., Fall River  
 Wentworth, Florence A., 298 Elm St., Walpole  
 Whiting, Alice W., Winthrop School, Melrose  
 Wilcox, Frederick B., 222 Rathgar St., Fall River  
 Wingate, Louise, 520 Main St., Fitchburg  
 Woodbury, Amie A., Junior Manual Training School, Beverly  
 Woodbury, Mrs. Helen R., Green Rd., Bolton  
 Wyman, Jane M., 132 Woodland Rd., Auburndale  
 Yates, Agnes L., Clark Street School, New Bedford  
 Young, Lillian, King Philip St., Raynham  
 Young, William F., Jr., 50 Druce St., Brookline 46  
 Ziersch, Anna L., 55 Linden St., Allston 34

## MICHIGAN

Adams, Olive M., Prospect School, Ypsilanti  
 Ahrens, Mrs. Leona Z., Angell School, Muskegon  
 Albert, Mrs. Jessie S., Froebel School, Muskegon  
 Alexander, Mary L., 13 E. Kirby, Detroit 2  
 Allmendinger, Walter H., 17501 Brush, Detroit 3  
 Alward, Marian E., 19569 Imperial Hwy., Detroit 19  
 Amen, Ruth M., Boyd School, Monroe  
 Andersen, Agnes S., 729 N. Ave. Rd., Battle Creek  
 Anderson, Elsie I., 17655 Manderson Rd., Detroit 3  
 Anderson, Evelyn, Main Street School, Lansing  
 Anderson, Jennie, 801 Thomson St., Flint  
 Anderson, Mildred, 1717 High St., Lansing-6  
 Arehart, Ira J., 11315 Rosemary Ave., Detroit  
 Armstrong, Donald C., 2400 Central, Detroit 9  
 Attwood, Mrs. Wyla W., 1108 Lafayette St., Flint  
 Avery, Eula V., 1123 Michigan Ave., Ann Arbor  
 Ayres, Frank M., Supt. of Schools, Dundee  
 Baird, James, 355 Philip Ave., Detroit 15  
 Baldwin, Donald C., Supt. of Schools, Grosse Ile  
 Bammel, Romelda, Trombley School, Bay City  
 Barrett, Helen, 885 E. Grand Blvd., Detroit 7  
 Bastian, Mame, 1723 Lapeer Ave., Saginaw 19  
 Baylor, Ernest A., Lincoln School, Inkster  
 Beck, Carl G., 11846 Wilshire Ave., Detroit 5  
 Becker, Bernice W., Law School, 7120 E. Lantz, Detroit 12  
 Beers, Vivien E., Verona School, Battle Creek  
 Begole, Jenniebelle, 2933 Chicago Blvd., Detroit 6  
 Belisle, John H., 13287 Robson, Detroit 27  
 Bennett, H. K., Asst Supt., 5757 Neckel Ave., Dearborn  
 Bigelow, Blanche, Willow School, Lansing 15  
 Birkam, George A., 4875 Greenway Ave., Detroit 4  
 †Blackman, Ruth M., United Oaks School, Hazel Park  
 Blakeslee, Avis M., Wanda School, Ferndale  
 Bloodgood, Nell M., 1023 Williams, Lansing 15  
 Bolton, Frederick R., 13840 Lappin, Detroit 5  
 Booth, Evelyn W., 12121 Broadstreet, Detroit 4  
 \*Bott, L. Helen, 12027 Pinchurst, Detroit 4  
 Bowen, Harold C., 5536 St. Antoine, Detroit 2

Bradley, Mrs. Fanny S., Kearsley Street School, Flint  
 Brewer, Beulah Cain, 5310 24th St., Detroit 8  
 Brewer, Jessie M., 18 Porter St., Pontiac 18  
 Briggs, Ella H., 4354 Fullerton, Detroit 4  
 Broegger, Elsie J., 415 Bournemouthe Rd., Grosse Pointe Farms  
 Browner, Gertrude A., McKinley School, Battle Creek  
 †Browe, Dr. Herman, 1354 Broadway, Detroit 8  
 Browe, Walter A., 9206 Avis, Detroit 9  
 Brown, Ida C., 227 Harrison St., Chelsea  
 Bruce, Mrs. Elma M., Van Buren School, Port Huron  
 Bryant, Mrs. Cordelia J., Annex School, Inkster  
 Buckley, Dorothy, 1419 S. University Ave., Ann Arbor  
 Burk, Helen J., 5116 S. Martindale, Detroit 4  
 Burns, Stanley A., 16580 Stout, Detroit 19  
 Burt, Ethel V., 2020 Myrtle Ave., Detroit 8  
 Buskirk, Roy E., 1332 Michigan Ave., St. Joseph  
 Buxton, Elaine, 7479 Stockton, Detroit 12  
 Cameron, Milda, 1000 Whitmore Rd., Detroit 3  
 Campbell, Margaret K., 4309 Waverly, Detroit 4  
 Carey, Thomas E., 5250 Berkshire, Detroit 24  
 Carroll, Agnes W., 20232 Stratford St., Detroit  
 Carter, Marian R., 1257 Dorothea Rd., Berkeley  
 Carter, Paul D., 385 Ferndale St., Birmingham  
 Charles, Dorothy H., Edison School, 915 Lake, Kalamazoo 23  
 Church, Frank H., 6131 Iowa, Detroit 12  
 Clark, Belle C., 1303 Pine St., Port Huron  
 †Clark, Lee O., Martin Road School, Ferndale  
 Clayton, Wesley, Supt., Kalkaska Rural Agricultural School, Kalkaska  
 †Clow, Jennie M., 4404 Columbus Ave., Detroit 4  
 Collins, Oard C., 15440 Littlefield Ave., Detroit 27  
 Cooke, Ralph J., Austin School, Albion  
 Cooney, Joseph, 4863 Treadwell Rd., Wayne  
 Correll, Lucille, Verlinden Avenue School, Lansing  
 Cox, Mrs. Agnes L., 191 Glenwood Ave., Pontiac  
 Cranmore, Marion, 1101 Birk Ave., Ann Arbor  
 Crawford, Lewis D., 4671 S. Westnedge, Kalamazoo 87  
 Crawford, Violet M., 176 S. Paddock St., Pontiac 20  
 Cross, Sherman T., 4058 Clements, Detroit 4  
 Crumley, Josephine V., 8710 Radford, Detroit 4  
 Culhane, Josephine, Durant School, Flint 3  
 Cummings, Mrs. Carmen H., 2227 Woodside Ave., Bay City  
 Curtis, Eva M., 1030 Grand Traverse St., Flint  
 Curtiss, Florence E., 205 Tuxedo, Detroit  
 Davis, Ethel A., Foster Avenue School, Lansing  
 Dawson, William G., Garfield School, Wyandotte  
 Deiss, Agnes L., 2280 St. Clair, Detroit  
 Dell, George, 94 W. Willis, Detroit 1  
 De Mangold, Mary L. G., 1031 Wayburn Ave., Detroit  
 De Mun, Eleanor, 11734 Kennebec, Detroit  
 Devine, Mrs. Lucy, 1464 25th St., Detroit 16  
 Dixon, Mrs. Margery, Rt. 2, Thompsonville  
 Doerr, Georgia, Cedar Street School, Lansing  
 Doherty, Mary C., Parker School, 12744 Elmira, Detroit 27  
 Donaldson, Elery R., Supt. of Schools, Water-vliet  
 Donaldson, George W., Rt. 3, Box 544, Battle Creek  
 \*Donlin, Mrs. Verna Q., 10410 E. Jefferson Ave., Detroit 14  
 Donovan, Alice H., 5505 Van Dyke, Detroit 13

- Douglas, Mrs. Marcella E., Wayne Co. Training School, Northville  
 Doyen, Gertrude, Madison-Lennox Hotel, Detroit 26  
 Dressel, Harold, Northrup School, 340 Frazier St., River Rouge 18  
 Drouillard, Mary G., 771 Seminole, Detroit 14  
 Durham, Louisa, Lakeview School, 330 Highland Ave., Battle Creek  
 Duvall, Leo E., Southwestern School, Dearborn  
 Eddy, F. B., Supt., Stiles Public School, Rochester  
 Edgar, Gladys L., 310 Stockdale St., Flint  
 Ekstrom, Lena C., 108 Theoda Ct., Buchanan  
 Elliott, Ferris G., 1029 Maplegrove, Royal Oak  
 Elliott, Myrtle A., Washington School, Sault Ste. Marie  
 Ellison, E. V., 501 W. Main St., Northville  
 Ellsworth, Bert, Robinson School, 12700 Grover, Detroit 5  
 Erman, Lillie, 2629 Webb, Detroit  
 Essert, Dr. Paul L., Supt. of Schools, Grosse Pointe  
 Estabrook, Eudora P., 511 Ethel Ave. S.E., Grand Rapids 6  
 Fadner, H. R., 209 Florida St., Laurium  
 Feaheney, Adele L., 4424 Brooklyn, Detroit 1  
 Fey, Marguerite, 5325 Wiscasset, Dearborn  
 Fortson, Henry E., Carver School, Inkster  
 Fox, Dorothy, 2311 Selden, Detroit 8  
 Frazier, Randall S., Douglas School, Inkster  
 Freimuth, Mrs. Josephine, 820 Lincoln Rd., Grosse Pointe  
 Froelich, Dorothea E., 504 Hendrie Blvd., Royal Oak  
 Froh, Alma, 7601 Palmetto, Detroit 5  
 Galloway, Lyman C., 1247 Garden Ct., Dearborn  
 Garrison, Noble Lee, Michigan State Normal College, Ypsilanti  
 Gibson, Ruth, 301 N. Ninth St., St. Clair  
 Gibson, Walter E., 1365 Ft. Park Blvd., Lincoln Park  
 Gifford, Ilah B., 1000 Whitmore Rd., Detroit 3  
 Gilbert, Lucile E., 111 Fourth St., Rochester  
 Gilday, Jane A., 900 Whitmore Rd., Detroit 3  
 Gilles, Melvia G., 315 Harvard St., Alma  
 Gonne, Edythe M., 2921 E. Forest, Detroit 7  
 Good, Raymond, 22521 Edison, Dearborn  
 Goodell, Benjamin E., Miller School, Ecorse  
 Gordon, Ethel, 899 Lakepointe, Grosse Pointe  
 Grabman, Mrs. Eunice J., 1406 Field Ave., Detroit 14  
 Grishow, Ethel, Prairieview School, Battle Creek  
 Groves, Carolyn, 312 W. Tyrell, St. Louis  
 Guillouz, Mabelle E., 2260 La Salle Gardens S., Detroit 6  
 Hale, Martha, Republic School, Alma  
 Haley, Nellie, Dir. of Elem. Educ., 620 S. Jefferson, Saginaw  
 Halfman, Margaret M., Roosevelt School, Royal Oak  
 Hall, Isabell, 288 Josephine, Detroit  
 Hamlin, Charlotte M., 120 Winona St., Highland Park  
 Harper, Edith, Whittier School, Bay City  
 Harrington, Katherine E., 1518 Golden Ave., Ann Arbor  
 Harris, Zita A., 8710 Radford, Detroit 4  
 †Hartung, Urban, Wingert School, 1831 W. Grand Blvd., Detroit 8  
 Haskell, Marie, 122 Pingree St., Detroit 2  
 Healy, Oliver B., 2525 Brooklyn, Detroit 1  
 Heeren, Roy, 9135 Bryden, Detroit 4  
 Hemenway, Harry, 3280 Lawrence, Detroit 6  
 Henchey, Leona, 4045 29th St., Detroit 10  
 Hicks, Merwin B., Box 92, Mesick  
 Hilborn, Mrs. Clara M., 2005 Francis Ave., Flint 5  
 Hobart, Herbert L., Maire School, 740 Cadieux, Grosse Pointe 30  
 Hodges, Duncan C., 906 Woodcrest Dr., Royal Oak  
 Holland, Mary N., 4320 Cortland Ave., Detroit 4  
 Honeysette, Bethel, 429 Pearl St., Kalamazoo  
 Hook, Adeline, Crofoot School, Pontiac  
 Hooper, Mary L., 19395 Cumberland Way, Detroit 3  
 Hope, Dorothy G., 4911 Linsdale, Detroit  
 Hosner, Marion, 393 N. Main St., Romeo  
 †Hotchkiss, Lyle E., Salina Junior High School, Dearborn  
 Houghtaling, Mrs. Clissie, Fancher School, Mt. Pleasant  
 Howell, Catherine, 4490 Kensington, Detroit 24  
 Hubbard, Evelyn B., 7300 Garden, Detroit 4  
 †Husselman, H. Heyns, 427 S. Park St., Kalamazoo  
 Hutton, Nellie, Burbank School, 15600 E. State Fair, Detroit 5  
 Ireland, Dr. D. B., Supt. of Schools, Birmingham  
 James, Elsie E., 352 Bradley St., Flint  
 Jennings, Elsie J., 848 Pingree, Detroit 2  
 Jones, Mrs. Carmen, Houghton Lake  
 Jones, William E., 21762 Harding, Rockwood  
 Jungwirth, Dorothy, 6821 E. Ferry, Detroit 11  
 Kane, Ruth F., 650 Philip Ave., Detroit 15  
 Kellogg, Erma B., 2750 Selden, Detroit 8  
 Kemp, Maude E., Noble School, 8646 Fullerton, Detroit 4  
 Kilander, Mrs. Paasy, 14149 Coyle, Detroit  
 King, Dorothea, 17600 San Juan Dr., Detroit 21  
 Kison, Mrs. Gladys, Nims School, Muskegon  
 Knapp, Margaret I., 225 Stratmore Rd., Lansing 10  
 †Knighton, Edward J., 9047 Beverly Ct., Detroit 4  
 Konstanzer, Mildred B., 11131 Kercheval, Detroit 14  
 Krug, Marguerite C., 2270 Leslie, Detroit 6  
 Kuhn, Florence E., 5963 Cadillac, Detroit 13  
 Kull, Charlotte A., 3420 Cass, Detroit 1  
 Lafferty, Marcella E., 4437 Monroe St., Ecorse 18  
 †Laing, Earl R., 16265 Westshoreland Rd., Detroit 19  
 La Mantia, Jo Kathryn, Marquette School, Muskegon  
 Laughlin, Gaylord B., 2792 Magara, Wayne  
 Lavalli, Alice, 8832 W. Lafayette, Detroit 9  
 Lee, Rosemary, 690 E. Grand Blvd., Detroit 7  
 Lemke, Madeline A., 11800 Engleside, Detroit 5  
 Lewis, Merwin A., 21522 Homer St., Dearborn  
 Lewis, Ruth A., 330 W. Grand, Muskegon  
 Lindquist, Essie E., Moores Park School, Lansing 10  
 Listman, Pauline, 3420 Cass, Detroit 1  
 Livie, Edna B., Howe School, 10430 Charlevoix, Detroit 14  
 Lobban, Mrs. Kathryn Faner, Stevenson School, Flint 4  
 Lockwood, Glenn O., Ann Visger School, River Rouge 18  
 †Long, Marjorie, Hoover School, Hazel Park  
 Lown, Venna A., 13065 E. Outer Dr., Detroit  
 Lubbers, Melvin B., Supt. of Schools, Zeeland  
 MacGirr, Hazel B., Elem. Supvr., Bloomfield Hills  
 MacKay, Mary, 16 Cambridge, Pleasant Ridge, Detroit  
 Magee, Marjorie, 15 E. Kirby, Detroit 2  
 Malone, Kathryn J., 13141 12th St., Detroit 6  
 Marsh, Clyde B., 10419 Maplelawn, Detroit 4  
 Martin, B. Irene, Larch Street School, Lansing  
 Martin, Thekla, 10413 Lakepointe, Detroit 24

- McCallum, Jessie, 2694 Philadelphia Ave. W., Detroit 6  
 McCann, William, Jefferson School, Wayne  
 McCarthy, Julia M., 16164 Asbury Park St., Detroit  
 McCarthy, Mary, 16748 Braile, Detroit 19  
 McCauley, Clementine, School 2, Ecorse 18  
 McCreery, Mrs. Hazel M., 2109 Francis Ave., Flint 5  
 McCrimmon, Marguerite, Angell School, Berkeley  
 McDonald, Lucile, 7601 Palmetto, Detroit 5  
 McDougall, Frances J., 829 Dickenson St., Flint  
 McEwen, Vera D., 8145 Puritan, Detroit 21  
 McGowan, Margaret C., 567 Montclair, Detroit 14  
 McGuinness, Mae E., 17211 Northlawn, Detroit  
 McLaughlin, Lloyd, Ferry School, Grand Haven  
 McMahon, Mary E., 13185 Pinchurst, Detroit 4  
 McSweeney, Mary C., 3811 Cicotte, Detroit 10  
 Mead, Ina J., Dasher School, Melvindale  
 Mead, Stephen, Central School, Grand Haven  
 Menger, Hilda, 5570 W. Holt Rd., Holt  
 Miller, Mabel M., 1615 Casgrain, Detroit 9  
 Miller, William C., Jr., 18112 Greenlawn, Detroit  
 Mitzelfeld, Lucy L., 1214 Rademacher, Detroit 9  
 Mumaw, Alda, 120 S. Mason St., Saginaw  
 Mumford, Edgar H. E., Ferris School, Highland Park  
 Munroe, Jessie M., School 1, Ecorse  
 Myler, Harold F., Lindbergh School, Dearborn  
 Nelson, Bruce K., 629 Lake St., Negaunee  
 Nelson, Marie, 318 W. Second St., Flint 3  
 Netzorg, Sadie, 12115 Griggs, Detroit  
 Newman, Ethlyn, 9440 Savery, Detroit 6  
 Nill, Louise, 6131 Iowa, Detroit 12  
 O'Brien, Edna M., 209 N. Linn, Bay City  
 O'Dell, Mrs. Iva, Douelson School, Pontiac  
 O'Hara, Mae, 17361 Santa Rosa Dr., Detroit 21  
 O'Harrow, Ina, 6821 E. Ferry, Detroit 11  
 Oliver, Jean, 2691 Boston Blvd., Detroit  
 Openo, Milton D., Parkland School, Flint 5  
 Osborne, Mrs. Agnes W., 18686 Woodingham Dr., Detroit 21  
 Osborne, Mrs. Catherine W., 3020 Burns St., Detroit 14  
 Otto, C. Lucille, 95 S. Washington, Oxford  
 Owen, John Willis, 35 First St., Belleville  
 Page, John S., Supt. of Schools, Howell  
 Parker, Florence, 5474 Trumbull Ave., Detroit 8  
 Parker, Howard L., Oxford School, Dearborn  
 Pascoe, May F., 2005 Francis Ave., Flint  
 Payette, Pearl, Franklin School, Battle Creek  
 Pearson, Mrs. Carolyn A., 321 E. Newall St., Flint  
 Peatling, Ella M., 1666 Atkinson Ave., Detroit  
 Pelletier, Anne, 104 Rhode Island, Detroit 3  
 Perdue, Mrs. Viola H., Carpenter Street School, Midland  
 Person, Amy, 2453 22nd St., Wyandotte  
 Petch, Gertrude, 115 N. Huron St., Albion  
 †Pierce, Vernon P., 15376 Hartwell St., Detroit 27  
 Plambeck, Anne, Genesee Street School, Lansing  
 Popp, Mrs. Cleo E., 1101 Copeman Blvd., Flint 4  
 Porter, Alta M., 1607 Fifth Ave., Bay City  
 Ptak, Edward, 6045 Norcross Dr., Detroit 13  
 Puffer, Mrs. Grace, Washington School, Battle Creek  
 Randall, Leo M., 2700 Clinton St., Detroit 7  
 Raynor, Florence G., Newton School, 16411 Curtis St., Detroit 19  
 Reed, Mrs. Helen P., 7731 Sylvester, Detroit 14  
 Reed, Mary E., Washington School, Royal Oak  
 Reeves, Erma E., 45 Tennyson, Highland Park  
 Reid, Gladys M., Oscoda Twp. Unit School, Oscoda  
 Reitzkat, Bertha, 13961 Asbury Park, Detroit 27  
 Renton, Agnes E., Goodale School, 9835 Dickerson, Detroit 5  
 Renton, Janet M., 511 W. Outer Dr., Detroit 21  
 Reynolds, O. D., 14909 Cleophas, Allen Park  
 Robertson, Florence, 206 W. Paterson St., Flint 5  
 Robinson, Bernice L., Coolidge School, Flint 3  
 Robinson, Roy E., 12541 Second St., Highland Park, 3  
 Roethke, Louise W., Bellevue School, Detroit 7  
 Rogers, Carlyle, 16548 Lawton Ave., Detroit 21  
 Rosenthal, Aimee A., Holmes School, 8821 Georgia, Detroit 13  
 Ross, Agnes, Fremont School, Battle Creek  
 Ross, Meta M., Rt. 2, Box 229, Rochester  
 Rothe, Ella, Box 133, Warren  
 Rowley, Janet B., Wilson School, Jackson  
 Rudduck, Lillian W., 14920 Grandville Blvd., Detroit 23  
 Rupright, Esther, Lincoln School, Battle Creek  
 Russ, Marjorie V., 17400 Manor, Detroit 21  
 Ruthig, Elvin J., Northwood School, Royal Oak  
 Rutzen, Irene J., 2234 Longfellow, Detroit 6  
 Ryan, Lenora M., 429 Eighth St., Escanaba  
 Sage, Marie K., 8100 E. Jefferson Ave., Detroit  
 Schafer, Rose Kathryn, 130 E. Sixth St., Monroe  
 Schoolcraft, Pearl T., 518 Minor Ave., Kalamazoo  
 Schroeder, Margaret, Thomas Street School, Lansing  
 Schulz, Mrs. Mary C., 19185 Bretton Dr., Detroit 23  
 Scollay, Lois A., 2281 W. Grand Blvd., Detroit 8  
 Seebeck, Sarah E., 1504 Elizabeth St., Bay City  
 Selle, Mrs. Dorothy, Lambert School, Pontiac 8  
 Sewell, Mrs. Mabel H., 2645 Lake Michigan Dr., Grand Rapids 4  
 Shepard, Ethel, 923 State, Petoskey  
 Sherman, Mrs. Beryl, 82 Prall St., Pontiac 18  
 Sherman, Ione E., 150 Longfellow, Detroit 2  
 Shirley, Gertrude L., 220 N. Grant Ave., Three Rivers  
 Short, Mrs. Mabelle I., Washington School, Flint 6  
 Sievwright, Agnes, 18903 Steel Ave., Detroit 21  
 Smith, Hattie M., Longfellow School, Royal Oak  
 Smith, Margaret M., Parker School, 12744 Elmira, Detroit 27  
 Smith, Mildred, 6836 Georgia, Detroit 11  
 Snyder, Mrs. Edith Roach, 2712 Voorhies Rd., Pontiac  
 Sommers, Mildred E., Dir. of Elem. Educ., Bd. of Educ., Jackson  
 Sorensen, Helen, 727 N. Capital, Lansing 6  
 Speaker, Gaylord M., Supt. of Schools, River Rouge  
 Spooner, Janet G., Jacoby School, 13210 Maine, Detroit 12  
 Springman, John H., Asst. Supt. of Schools, Birmingham  
 †Stanley, L. R., Wener School, 294 W. New York, Pontiac  
 Starling, Mabel C., 8811 Quincy Ave., Detroit  
 Staudacher, Ethel, 910 Salsburg Ave., Bay City  
 Stewart, Mrs. Margaret, 2400 Central, Detroit 9  
 Stolson, Anna K., 534 Evergreen Ave., East Lansing  
 Stout, Grover, 3480 Russell, Detroit 7

# LIST OF MEMBERS

(Minnesota) 291

Struble, Nina, 1407 W. Lenawee, Lansing 15  
 Sturm, Mrs. Gladys F., Rt. 1, Box 481, Mt. Clemens  
 Sullivan, Irene E., 2202 Bewick Ave., Detroit 14  
 Sullivan, Mary C., Brady School, 2920 Joy Rd., Detroit 16  
 Sweeney, Angela, 7 Oakland Park Blvd., Pleasant Ridge  
 Sweeney, Anne M., 36 Winona, Detroit 7  
 Terwilliger, Mrs. Effic, Wilson School, Battle Creek  
 †Thomas, John S., 14446 Rutland, Detroit  
 Thompson, Paul E., 816 Lincoln Rd., Grosse Pointe 30  
 Thomson, Marion, 3700 Garfield, Detroit 7  
 Timmer, Julia, Fremont  
 Tomlinson, Ruth, 127 Portage Ave., Three Rivers  
 Trainor, Mary J., Lacey School, Hazel Park  
 Trombley, Carrie, 308 N. Blackstone, Jackson  
 Trombley, Roberta C., 4290 Marseilles, Detroit 24  
 Trudgeon, Pearl, Jefferson School, Battle Creek  
 True, Tressa, Asst. Prin., Dasher School, Melvindale  
 Truemmer, Herbert W., Longfellow School, Flint  
 Tucker, Ethel M., Mason School, Grosse Pointe 30  
 Tuomey, Miss M., 1459 Lawrence, Detroit 6  
 Van Dyk, Henrietta, 5221 Montclair, Detroit 13  
 Van Norman, Margaret, 9320 Bedford, Detroit 24  
 Ver Beek, John J., 1213 W. Hackler, Muskegon  
 Voorhees, James H., 3801 Pasadena Ave., Detroit  
 Wade, Beatrice, 1506 Ferry Park, Detroit 8  
 Walcott, E. Forrest, 104 Abbott, River Rouge 18  
 Waldorf, Letha, Helmer School, Jackson  
 Walker, Clyde M., 20119 Wisconsin, Detroit 21  
 Walsh, Helen, 1291 State Fair W., Detroit 3  
 Walther, Marie, Stone School, Saginaw  
 Waltaire, Helen H., 2018 Wealthy St. S.E., East Grand Rapids  
 Wareham, Lucille E., 1415 Parker, Detroit  
 Wargelin, Philip J., 338 Voorheis Rd., Pontiac  
 Waugh, Nellie A., 13538 Mendota Ave., Detroit  
 Webb, Ethel Mae, 112 E. Downie, Alma  
 Welch, Edith, Craft School, 3310 Vinewood Ave., Detroit  
 Welte, Adeline K., 1203 Bement St., Lansing 12  
 Wenzel, Brigetta, 5503 Lakepointe, Detroit 24  
 Weter, Grace E., 513 S. Troy St., Royal Oak  
 Whistle, Mrs. Retha Clark, 2207 Hills St., Flint  
 Wilkinson, Muriel M., McKinley School, Wyandotte  
 Wilson, Claudia V., 9835 Dickerson, Detroit 5  
 Wingo, G. Max, University Elementary School, University of Michigan, Ann Arbor  
 Woody, Dr. Clifford, 4000 University High School, University of Michigan, Ann Arbor  
 Woolfenden, Grace F., 12920 Wadsworth, Detroit  
 Worner, Frances, 951 Whitmore, Detroit 3  
 Wymore, Lottie, Couzens School, Stambaugh Yates, Benton, Supt. of Schools, Harbor Springs  
 Young, Dorah Alice, 1500 Harrison St., Flint  
 Zages, Albert S., 421 Burton S.W., Grand Rapids

## MINNESOTA

Barrett, Evelyn E., Hancock School, St. Paul 4  
 Barron, Caroline K., Calhoun School, Girard and 31st, Minneapolis

Barse, Amy C., Land School, 40th and Bryant Ave. N., Minneapolis  
 †Becker, Ida, 1332 E. Fourth St., Duluth 7  
 Benigna, Sister M., St. Matthew School, 10 W. Winter St., St. Paul  
 Brezler, Anne, Lowry School, Minneapolis 13  
 Brown, Robert P., 607 Fourth Ave. S.W., Rochester  
 Bruckner, Dr. Leo J., Prof. of Elem. Educ., University of Minnesota, Minneapolis  
 Carlton, Mary F., Hawthth School, 4nd Ave. S. and 1 1/2nd St., Minneapolis 6  
 Carlson, Ida C., 3118 E. 72nd St., Minneapolis  
 Coleman, Gertrude, Fulton School, 40th and Vincent, Minneapolis  
 Dossall, Bertha A., 1332 Dayton Ave., St. Paul 4  
 Ellen, Sister Mary, 26 E. Exchange St., St. Paul 2  
 Eng, Dora, 1667 Taylor Ave., St. Paul 4  
 Exleben, Arnold C., 2406 Grand Ave., Minneapolis 1  
 Everson, Helene D., West Junior High School, Duluth 7  
 Fenske, Hattie B., Worthington  
 Finckh, Elsie, Bigelow  
 Fuller, Mrs. Grace W., Madison School, 18th St. and Fifth Ave. S., Minneapolis 4  
 Gahlander, Loren L., 3522 N. Knox St., Minneapolis 12  
 Georgeven, Sigrid, 2708 W. Seventh St., Duluth 6  
 Gonsberg, Anne, Franklin School, St. Paul 1  
 Grenadall, Alva D., 166 Bates Ave., St. Paul 6  
 Gustafson, Leslie J., Supt. of Schools, Owatonna  
 Hankerson, Marshall R., Supt. of Schools, Medford  
 Hanson, Casper I., Landwehr School, Como Sta., St. Paul 5  
 Hanson, Lillian C., Bryant and Monroe Schools, Duluth 6  
 Heier, Sidney H., Adams School, Franklin and 16th Aves. S., Minneapolis  
 Heinrichs, Evelyn K., 4117 S. Garfield Ave., Minneapolis 8  
 Holmes, Marie O., 616 Summit, St. Paul 2  
 Holtz, Jennie F., Irving School, 17th Ave. S. and 28th, Minneapolis  
 Hood, Edith G., 2428 Seabury Ave., Minneapolis  
 Ignatia, Sister, Cathedral School, 375 W. Kellogg Blvd., St. Paul 2  
 Jaspersen, Lillian, 4403 Harriet St., Minneapolis  
 Johnson, S. I., Supt. of Schools, Plainview  
 Jurkovich, John J., Homeroot School, 217 E. Calvary Rd., Duluth  
 Juten, Adolph J., 221 Kent Rd., Duluth 5  
 Kuckefuhr, Ethel H., 2853 Inglewood Ave., Minneapolis 16  
 †Knox, Bess J., 2440 Stevens Ave., Minneapolis 4  
 Krogstad, Marie C., Holland School, Minneapolis  
 Kummer, Charlotte A., 311 Second St. N., Staples  
 Lichtenberger, James P., Seward School, 21th St. and 28th Ave. S., Minneapolis  
 Lueck, Agnes L., 3152 Elliot, Minneapolis 7  
 Maag, Raymond E., 321 W. Fifth St., Fairbault  
 Mallory, Blanche, 715 E. First St., Duluth 5  
 Maloney, Marguerite L., 1079 Goodrich Ave., St. Paul 5  
 Mark, Mrs. Beatrice T., 309 Center St., Mankato  
 McAllister, Gladys M., 905 W. 44th St., Minneapolis 9

- McNaughtan, Edith L., Lindsay School, 310 Pleasant St., St. Paul 2  
 Metag, E. H., Lincoln School, Byron St., Mankato  
 Morris, William A., Alexander Baker School, International Falls  
 Murphy, Edna I., Box 354, Grand Rapids  
 Nelson, Anna B., 101 S. 19th Ave. E., Duluth  
 Newell, Esther, 5315 Russell Ave. S., Minneapolis  
 Norman, Frances B., 1022 Essex S. E., Minneapolis 14  
 Nyhus, Ellen V., Curtis Hotel, Minneapolis  
 Olson, Amy, Standish School, Minneapolis  
 Palmquist, Margaret B., Northrop School, Rochester  
 Peters, Leone E., 2809 Park Ave. S., Minneapolis  
 Petersen, Edith B., Keewaydin-Wenonah Schools, 30th Ave. and 52nd St., Minneapolis  
 Petrich, Selma, 1515 Woodland Ave., Duluth  
 Ringesen, Mrs. Marguerite, 108 S. Main St., Fairmont  
 Robertson, Mrs. Mary S., Washington School, Litchfield  
 †Rossman, Mabel A., Jackson School, Duluth  
 Roverud, Ella M., Dir. of Elem. Educ., 622 Grand Ave., St. Paul 5  
 Sarff, Gladys, Jackson School, Duluth 6  
 Savage, Frank L., 915 Holly St., Brainerd  
 Scanlon, Alice M., 1299 Grand Ave., St. Paul 5  
 †Shove, Helen B., 3116 Clinton Ave. S., Minneapolis 8  
 Smith, Mrs. Marion W., 717 N. 19th Ave. E., Duluth 5  
 Staudenmaier, W. W., 705 E. 57th St., Minneapolis  
 Tanglen, L. H., Supt. of Schools, Hopkins  
 Vought, Alfreda H., 3836 Park Ave., Minneapolis 7  
 Waller, Beulah H., Cooper School, 44th Ave. and 33rd St. Minneapolis  
 Wallace, Martha, Ensign School, Duluth  
 Wallenberg, Edith C., 1365 Midway Pkwy., St. Paul 4  
 Weld, Paul A., Cobb-Cook School, Hibbing  
 Wiecking, Anna M., College Elementary School, State Teachers College, Mankato
- MISSISSIPPI**
- Addison, Mrs. Marie S., Lamar School, Laurel  
 Archer, Ellie, 1213 20th Ave., Meridian  
 Avera, Mrs. Marvin, Box 582, Greenville  
 Baker, Quintard, 715 North St., Jackson  
 Bigelow, Dr. Roy G., Dept. of Adult Educ., Box 444, State College  
 Blackwelder, D. Lee, Supt. of Schools, McComb  
 Bourdeaux, Annie, 2336 34th St., Meridian  
 \*Breland, Mrs. Viola T., Wiggins  
 Briscoe, Marguerite, Power School, Jackson 4  
 Brown, Mrs. Frances H., Junior High School, Canton  
 Brown, Virginia, 621 23th Ave., Meridian  
 Brumfield, J. S., 232 Seventh St., McComb  
 Burney, Mrs. Georgia L., Vancleave  
 \*\*Cantwell, Mrs. Betty, 111 W. Second, Clarksdale  
 Carleton, Mrs. F. E., 916 Wayne St., Macon  
 Carpenter, Howard, Supt., Cons. High School, Cascilla  
 Carter, Mrs. Laurie Mac, 3211 24th Ave., Meridian  
 Clark, Mrs. T. A., Cleveland School, DeKalb  
 †Clement, Bess Rogers, Eliza Clark School, Clarksdale  
 Coffee, Oline, Primary School, Tupelo  
 Cooke, Mrs. Paul S., Hernando  
 Cortright, Louise, Whitfield School, Jackson  
 Dempster, Alice, 1607 24th Ave., Meridian  
 \*†Dickins, Hattie, Box 48, Leland  
 \*Edwards, C. J., Supt., Cons. School, Moorhead  
 Edwards, W. P., Supt., Orange Grove School, Gulfport  
 \*Evans, G. A., Tilton School, Jayess  
 \*Everitt, Alice, Box 64, Tunica  
 Ferguson, Addie, 723 Walnut St., McComb  
 Ferrell, R. R., West Side School, Picaune  
 Gary, Addie Pearl, Eupora  
 Gaston, Evelyn, 1615 24th Ave., Meridian  
 \*Gervin, Adelaide, DeKalb School, DeKalb  
 Gilliland, Bessie, Lee School, Jackson  
 Griffin, Anne, Clay Street School, Vicksburg  
 Griffith, Mrs. T. C., Box 151, Columbia  
 Haddon, M. E., Leaksville  
 Harris, Pauline, 412 S. Fifth St., Columbus  
 \*Hartley, Douglas C., Rt. Box 70, Clarksdale  
 Hathorn, Patsy Lee, 2000 Idlewild, Jackson 15  
 Horn, Lizzie, 138 College St., Grenada  
 Houston, Gabriel, 1417 Jefferson Ave., Oxford  
 Houston, Mattie, 1417 Jefferson Ave., Oxford  
 Howard, Mrs. Ralph, Jayess  
 \*Hudson, S. I., Box 253, Purvis  
 Hughey, Nell, 429 Magazine St., Tupelo  
 \*Hunt, Aylene, 802 Delaware Ave., McComb  
 Hutchinson, Mrs. Mary, Demonstration School, M.S.C.W., Box 1583, Columbus  
 \*James, Mildred, Cons. School, Merigold  
 Johnston, G. H., Supt. of Schools, Poplarville  
 Joyner, Mrs. Bess Pace, Canton  
 Kell, Kathleen, Box 362, Pascagoula  
 Kethley, Elizabeth, George School, Jackson  
 Key, Mary Belle, 415 Dunbar St., Jackson 32  
 Kimbrell, Mrs. Leslie, 327 Jackson St., McComb  
 Knowles, Adele, Poindexter School, Jackson  
 Lantrip, Dora B., Rt. 2, Quitman  
 Lee, Grace, 100 Third Ave., Hattiesburg  
 Marshall, Mary R., 121 E. Main St., Charleston  
 \*Martin, Mrs. T. L., Clara  
 McEachern, Mrs. J. M., Money School, Money  
 McKee, Clyde V., Elem. Supvr., State Dept. of Education, Jackson  
 McLemore, Mrs. Sallie S., 209 S. 31st Ave., Hattiesburg  
 \*Meek, Mrs. Christine, Elementary School, Eupora  
 Merchant, Ada Gray, Woodville  
 \*Merritt, W. T., Elementary School, Amory  
 Milner, Bessie, East Ward School, Gulfport  
 Moore, Nola Dee, Kosciusko  
 Mounser, Lurline, Box 117, Clarksdale  
 Newman, Sallie B., Box 918, Jackson 107  
 \*Nichols, Eugenia, Horn Lake School, Horn Lake  
 Oaks, D. T., Delta State Teachers College, Cleveland  
 O'Bannon, Mrs. Fred, Stern School, Greenville  
 Oberst, Mrs. Tom C., 508 Eureka St., Greenville  
 Oliver, Jane, Delta State Teachers College, Cleveland  
 Painter, Mrs. Annie L., Box 613, Pascagoula  
 Ramsey, Laura, Carpenter School, Natchez  
 \*Rawlings, Agnes, Box 283, Meridian  
 \*Richardson, G. K., Supt., Cons. School, Edinburg  
 \*Richardson, Hattie, Elementary School, Oxford  
 Ritch, Alma, Box 313, Biloxi  
 Robison, Mrs. Janie A., College Sta., Box 1134, Columbus  
 \*Rogers, Mrs. Lorye, Magee  
 Smith, Irene, 635 33rd Ave., Meridian  
 Smith, Lois, Highland School, Meridian  
 Smith, Mrs. Morris, 612 N. Second Ave., Columbus  
 Speir, Margaret, Dukate School, Biloxi

[illegible][illegible]

1. 1950年 1月 1日 星期一 晴  
 2. 1950年 1月 2日 星期二 晴  
 3. 1950年 1月 3日 星期三 晴  
 4. 1950年 1月 4日 星期四 晴  
 5. 1950年 1月 5日 星期五 晴  
 6. 1950年 1月 6日 星期六 晴  
 7. 1950年 1月 7日 星期日 晴  
 8. 1950年 1月 8日 星期一 晴  
 9. 1950年 1月 9日 星期二 晴  
 10. 1950年 1月 10日 星期三 晴  
 11. 1950年 1月 11日 星期四 晴  
 12. 1950年 1月 12日 星期五 晴  
 13. 1950年 1月 13日 星期六 晴  
 14. 1950年 1月 14日 星期日 晴  
 15. 1950年 1月 15日 星期一 晴  
 16. 1950年 1月 16日 星期二 晴  
 17. 1950年 1月 17日 星期三 晴  
 18. 1950年 1月 18日 星期四 晴  
 19. 1950年 1月 19日 星期五 晴  
 20. 1950年 1月 20日 星期六 晴  
 21. 1950年 1月 21日 星期日 晴  
 22. 1950年 1月 22日 星期一 晴  
 23. 1950年 1月 23日 星期二 晴  
 24. 1950年 1月 24日 星期三 晴  
 25. 1950年 1月 25日 星期四 晴  
 26. 1950年 1月 26日 星期五 晴  
 27. 1950年 1月 27日 星期六 晴  
 28. 1950年 1月 28日 星期日 晴  
 29. 1950年 1月 29日 星期一 晴  
 30. 1950年 1月 30日 星期二 晴  
 31. 1950年 1月 31日 星期三 晴

[illegible][illegible]

1. 在 Windows 95 中，如果用户希望将文件从 C 盘移动到 D 盘，应该使用什么操作？  
 2. 在 Windows 95 中，如果用户希望将文件从 C 盘复制到 D 盘，应该使用什么操作？  
 3. 在 Windows 95 中，如果用户希望将文件从 C 盘删除，应该使用什么操作？  
 4. 在 Windows 95 中，如果用户希望将文件从 C 盘重命名，应该使用什么操作？  
 5. 在 Windows 95 中，如果用户希望将文件从 C 盘移动到 D 盘，应该使用什么操作？  
 6. 在 Windows 95 中，如果用户希望将文件从 C 盘复制到 D 盘，应该使用什么操作？  
 7. 在 Windows 95 中，如果用户希望将文件从 C 盘删除，应该使用什么操作？  
 8. 在 Windows 95 中，如果用户希望将文件从 C 盘重命名，应该使用什么操作？  
 9. 在 Windows 95 中，如果用户希望将文件从 C 盘移动到 D 盘，应该使用什么操作？  
 10. 在 Windows 95 中，如果用户希望将文件从 C 盘复制到 D 盘，应该使用什么操作？

George Irving Rogers 2001 Spad Avenue, Apt 1  
Garfield Warren Park  
Gordon, Kenneth D 1011 (1st Avenue) Apt 1  
Thomas Lee H 1011 1st Avenue Apt 1  
Giffin, Margaret M 1001 1st Avenue Apt 1  
Haley, Rev. Charles Arthur 1001 1st Avenue  
Haldeman D 1011 1st Avenue Apt 1  
Hanson, George W 1001 1st Avenue Apt 1  
Hanson, George W 1001 1st Avenue Apt 1

[illegible]

- †Hollister, Mrs. Mary L., 520 W. 40th St., Kansas City 2  
 Hood, Emmett A., 6167 McPherson, St. Louis  
 Hooss, Ida M., 5330 Pershing Ave., St. Louis 12  
 Howard, Joseph E., DeMun School, Clayton 5  
 Humphrey, Charles F., 809 Abston, Ferguson 21  
 Hunt, Dorothy D., Brookwood School, North Kansas City 16  
 Huston, Ruth M., 2729 Penn. St. Joseph 52  
 Ilgen, V. Carl, Pershing School, University City  
 Johnston, Marguerite B., Ashland School, 3921 N. Newstead Ave., St. Louis  
 Jung, Chris W., Foster School, Warrensburg  
 Kegelman, Lillian, 1836 Dyer, St. Louis 14  
 Kottkamp, Ralph W., 3974 Sarpy Ave., St. Louis 10  
 Lambader, May B., 641 W. 59th Ter., Kansas City 2  
 Langston, John M., 2354 Michigan Ave., St. Louis 4  
 Large, Grace M., 6236 Waterman Ave., St. Louis  
 Lawning, Dr. J. Leslie, 3004 Benton Blvd., Kansas City 5  
 Lawson, Abbie, 202 Victorian Cts., St. Joseph 21  
 Leeper, Mrs. Alta, 923 Vine St., Poplar Bluff  
 Lindel, Albert L., Harris Teachers College, St. Louis 4  
 Lomax, Gladys, Humboldt School, St. Joseph  
 Lyon, Miss Percy A., 5171 Waterman Ave., St. Louis 8  
 Mabrey, Doris, Lorimer School, Cape Girardeau  
 Mackenzie, Elbridge, 4471 Olive St., St. Louis  
 Mann, George L., 4811 Fountain Ave., St. Louis 13  
 Marshall, Paul M., 429 E. 65th Ter., Kansas City  
 Martin, Arthur E., 3448 E. 62nd St., Kansas City 4  
 Markin, Harold L., 5908 Charlotte St., Kansas City 4  
 McCafferty, Estella H., Lowell School, Kansas City 8  
 McCallister, Mabel, 3238 Marshall Ave., St. Louis County 21  
 McCarthy, Nellie, 3618 Lafayette St., St. Louis 10  
 †McGrath, Isabelle, 5949 Oakherst Pl., St. Louis 12  
 Meyer, Harry R., 231 E. 72nd St., Kansas City  
 Milam, Fred S., Rt. 2, Kehrs Mill Rd., Chesterfield  
 Miller, Arthur L., 3558 S. Jefferson Ave., St. Louis 18  
 Miller, Fred B., 6701 Easton Ave., St. Louis  
 Miller, Leo R., 7234 Penn. Kansas City 5  
 Miller, Louise A., 3952 Cleveland Ave., St. Louis 19  
 Miller, Myrtle E., 3229 Renick, St. Joseph 40  
 Milster, Ben C., 5428 Holly Hills Ave., St. Louis  
 Moeller, Herbert F., Woerner School, 6131 Leona St., St. Louis  
 Moles, James D., 2750 Tamm Ave., St. Louis 9  
 \*Monagan, Rogers T., 6593 Smiley Ave., St. Louis  
 Moore, Opal, Hyde School, St. Joseph  
 Moore, Reuby S., 1821 Crest Ave., St. Joseph 20  
 Morrison, A. F., Gundlach School, 2931 Arlington, St. Louis  
 Murphy, Jean, Box 44, St. Clair  
 Murphy, Nora G., East College, Farmington  
 Neely, Dena Lois, 5236 Brooklyn, Kansas City  
 Newkirk, Naomi K., 5222 Brooklyn St., Kansas City  
 Noble, Lucille, 247 Forest Ave., Webster Groves  
 Nolan, Marie, 812 N. Tenth St., St. Joseph 11  
 Noland, Nelle T., 216 N. Delaware St., Independence  
 Nowlin, Egbert W., Bristol School, Webster Groves  
 Norris, Mrs. Elizabeth K., Seven Oaks School, 3711 Jackson, Kansas City 3  
 O'Connell, May, Manchester School, 6839 E. 15th St., Kansas City  
 O'Keefe, Patricia Ruth, 3408 Kenwood, Kansas City 3  
 Osborne, Dorothy M., 415 N. Seventh St., St. Joseph 51  
 Panigot, Dollye, 2705 Pattee, St. Joseph 38  
 Parker, Virgil C., Box 557, Salem  
 Parman, J. G., 4627 King Hill, St. Joseph 45  
 Perkins, Bessie, Florence School, Sedalia  
 Perry, John, 177 Washington, Kansas City 5  
 Pierce, Franklin C., 5812 21st St., Brentwood 17  
 Pitcher, Stephen L., 7144 Washington Ave., St. Louis  
 Powers, Margaret, Paris  
 †Purnell, John H., Marshall School, 4942 Aldine St., St. Louis  
 Quilman, Harrell D., Central School, Ferguson  
 Rader, Eleanor M., 7230 Pennsylvania, Kansas City 5  
 Ramsey, Harold T., Whittier School, 1101 Indiana Ave., Kansas City 1  
 Reed, Mamie, 3060 Ladue Rd., Clayton 5  
 Rennison, A. M., 1329 Francis, St. Joseph 23  
 Rhetta, H., 4541 Garfield Ave., St. Louis 13  
 Riley, U. L., 2830 Holmes, Kansas City 3  
 Robinson, Viola J., Carver School, 1514 Campbell, Kansas City 8  
 Rucker, Thomas J., Sr., 5564 Maple Ave., St. Louis 12  
 St. Clair, Thomas L., 203 E. First North, Jackson  
 Sanders, James A., Marion School, Overland  
 Schmidt, Julia B., 3828 Wilmington, St. Louis 16  
 Schrader, Alma E., 1001 Ranney Ave., Cape Girardeau  
 Setzer, Ray E., 5309 Lucas Hunt Rd., St. Louis  
 Sellman, William N., 7628 Walnica Ter., Clayton  
 \*Sheets, R. L., 1316 Dunklin St., Cape Girardeau  
 Shepard, Samuel, Jr., Carr School, St. Louis  
 Sherman, Lucile A., 3600 Roanoke Pkwy., Kansas City  
 Shikles, Gail, 2411 E. 70th Ter., Kansas City 5  
 Shipley, G. L. R., Harrison School, Tipton  
 Shores, Dr. Roscoe V., Assoc. Supt. of Schools, 224 Liberty Bldg., Kansas City 6  
 Skinner, Wiley V., 5915 Park St., Kansas City 4  
 Smith, Frances Elisabeth, 311½ Jackson St., Jefferson City  
 Smith, Joe W., 7334 Doncaster, St. Louis  
 Smith, Margaret J., 2024 South St., Lexington  
 Smith, William T., Jr., 4337 Cite Brillante Ave., St. Louis 13  
 Smoot, Viola, 2118 Byers Ave., Joplin  
 Snyder, Wayne T., 3723 Agnes Ave., Kansas City 3  
 Stanley, Lula M., 515 Walnut St., Carthage  
 Stephens, C. E., 5550 Page Ave., St. Louis 12  
 Stephens, E. E., 8008 Washington St., University City 14  
 Strachan, Lexie, Library Bldg., Ninth and Locust, Kansas City 6  
 Stuart, Edith, 436 S. Oakley, Kansas City 1  
 Summers, Arthur, State Dept. of Education, Jefferson City  
 Sutherland, Celia, 2814 Sherman Ave., St. Joseph 52  
 Sutherland, Lucille, 725 Bellerive, St. Louis 11  
 Taylor, Roy E., Herculaneum



## LIST OF MEMBERS

Taylor, Ruby Lee, 3463 Delmar, St. Louis 12  
 Thiele, Marie A., Mason School, 6031 South-  
 west, St. Louis 6  
 Thomas, Miles C., Greenwood School, 5<sup>th</sup> 11  
 E. 27th St., Kansas City  
 Thompson, Mary A., Greenberry Rd., Rt. 4,  
 Jefferson City  
 Thompson, Owen E., Wellston School, St.  
 Louis 14  
 Thompson, Stella, 1220-A Blackstone Ave., St.  
 Louis 12  
 Trask, Yada, 1233 W. Linden, Independence  
 Tumbo, Mabel, 409 E. Armour, Kansas City 4  
 Tucker, Isabel, 3826 Pershing Ave., St. Louis 4  
 Vonckx, J. N., 6701 Easton Ave., St. Louis  
 Ward, Julia M., 1028 W. 71st Ter., Kansas  
 City 5  
 Ward, Robert J., 5836 Garfield, Kansas City 8  
 Watrous, Mary L., 2640 Euclid St., Kansas City  
 Webb, D. M., 2620 Victor, Kansas City  
 Weckman, Miriam, 5516 Rockhill Rd., Kansas  
 City 4  
 Whison, Willie, 414 E. Normal, Kiskerville  
 Wickham, Ola, 4965 State Line, Kansas City 2  
 Williams, Clarence G., 724 Washington, St.  
 Charles  
 \*Williams, Garvin R., Eugene Field School,  
 Maryville  
 Williamson, Ruby M., Rt. 5, Box 428, Inde-  
 pendence  
 Wilson, Mrs. Katherine H., 1710 Independence  
 Ave., Kansas City 6  
 Wood, Jesse L., 810 W. Main, Festus  
 Young, Myrtle M., James School, 4810 Scar-  
 rt, Kansas City  
 Zimmer, Louise, 917 W. 42nd St., Kansas City 2  
 Zierb, Donald V., 7501 Maryland Ave., Clay-  
 ton 5

### MONTANA

Ames, Mrs. Esther A., Maryland Apt., Great  
 Falls  
 Anderson, Cecilia, 40 Stukey Apts., Great Falls  
 Anderson, Katherine, 40 Stukey Apts., Great  
 Falls  
 Appan, Selma L., 401 W. Curtiss, Bozeman  
 \*Bachelder, Sid D., Junior High School,  
 Great Falls  
 Bartlett, F. E., Polson  
 Bontz, Margaret, 215 N. 34th, Billings  
 Brown, Lillian, Roosevelt School, Great Falls  
 Brown, Nellie V., 114 N. 26th, Billings  
 Button, Mrs. Marie A., Lexington Apts., Great  
 Falls  
 Chamson, Goldie, Tripp and Dragstedt Apts.,  
 Butte  
 Cline, Bethyl P., 414 N. Bozeman Ave., Boze-  
 man  
 Dean, Dr. Charles D., Asst. Supt. of Schools,  
 Box 1677, Billings  
 Elderklin, Esther, 233 S. Washington St., Butte  
 Erwin, Josephine M., 615 N. 19th St., Billings  
 Flores, Mrs. Zella K., 514 Eighth Ave. S.,  
 Lewistown  
 Gass, Lloyd C., Roosevelt School, Missoula  
 Hennigar, Lucile A. D., Lincoln School, Glen-  
 dive  
 Johnson, Lowell W., Supt. of Schools, Butte  
 Lausied, Alice, 203 N. 26th St., Billings  
 Lausted, Hulda, 205 N. 26th St., Billings  
 Matteson, Pearl, Largest School, Great Falls  
 McNally, Mrs. Dorothy, Columbus  
 O'Leary, Mabel, 326 W. Mercury St., Butte  
 Peters, Joe B., Box 852, Havre  
 Petersen, Goldie, 2817 Sixth Ave. N., Billings  
 \*Peterson, A. G., Pres., Eastern Montana State  
 Normal School, Billings  
 Quigley, Mary L., McKinley School, Butte  
 Riley, Mrs. Hazel, Longfellow School, Great  
 Falls  
 Ross, Harry M., 1121 Lighth Ave., Helena  
 Rullen, Esther M., Box 28, Bozeman

Thompson, Grace M. M. K. 1st Sgt. Great Falls  
Toner, Mary Ter. 4. 1st Sgt. 1st Sgt. Great Falls  
Whitney, John W. 1st Sgt. 1st Sgt. Great Falls  
Williams, D. S. 1st Sgt. 1st Sgt. Great Falls

知不足齋叢書

[illegible]

## ELEMENTARY SCHOOL PRINCIPAL

†O'Brien, Mrs. Margaret F., Druid Hill School, Omaha 11  
 Otte, John, Sherman School, Omaha  
 Preston, Eunice L., 130 S. 28th, Lincoln  
 Pritchard, Lula, 6334 N. 30th St., Omaha  
 †Rasmussen, Maren, 671 N. 58th St., Omaha  
 †Reap, Edna M., Lake School, Omaha 10  
 \*\*Reynolds, Florence, 6820 N. 24th St., Omaha 11  
 †Reynolds, Gertrude, 144 S. 38th St., Omaha  
 Rice, Elsie M., 3125 Cedar Ave., Lincoln 2  
 Rousseau, C. Maude, 1245 S. 26th St., Lincoln  
 †Rois, Cassie F., Dir. of Certification Div., Dept. of Elem. School Prin., Natl. Educ. Assn., 2609 Bristol St., Omaha 10  
 †Sahn, Mrs. Otto, 1125 S. 35th Ave., Omaha 5  
 Schwartz, Mrs. Nina Baker, 1901 S. 40th, Lincoln  
 Swanson, Eleanor C., 2928 N. 53rd St., Lincoln  
 Thompson, P. T., Columbian School, Omaha  
 Velte, C. H., Supt. of Schools, Crete  
 Watkins, Marian, Clinton School, Lincoln  
 Whitehouse, Patti, Mason School, Omaha  
 Widoe, Fred, 5110 S. 39th St., Omaha  
 Wilke, Margaret M., Box 477, Kimball  
 †Williams, Mrs. Nellie C., Long School, Omaha

## NEVADA

Dominguez, Mrs. Pearl G., 130 W. Liberty St., Reno  
 Knudson, K. O., 217 N. Sixth St., Las Vegas  
 Mathews, Mrs. Amy D., Panaca  
 Smalley, Floyd, Supt. of Schools, Hawthorne

## NEW HAMPSHIRE

Beaven, Theodore, 58 Ash St., Manchester  
 Bowers, Elsie A., Mt. Pleasant School, Nashua  
 Bushnell, Almon W., Supt. of Schools, Meredith  
 Callahan, Florence, 13 Maple St., Woodsville  
 Capron, Mrs. Marie A., Cutler School, West Swazey  
 Chase, Mrs. Mary A., Walker School, Concord  
 Connor, Mrs. Edwina M., Hancock School, Franklin  
 Creamer, Madeleine, 19 Riley Block, Claremont  
 Dube, Joseph Z., 1 River St., Walpole  
 Hennessey, Thomas E., 9 Noble St., Somersworth  
 \*\*Jeffords, Alice L., 411 Middle St., Portsmouth  
 Keir, Jean, 12 Front St., Rochester  
 Lewis, Della I., 145 Clinton St., Concord  
 McAllister, Mrs. Anne, Pollard School, Plaistow  
 McDonald, John T., 95 River Rd., Manchester  
 McGeoch, Dorothy M., Keene Teachers College, Keene  
 Morrison, Fanny, 169 Mt. Vernon St., Dover  
 Morrow, Muriel, Atlantic Heights School, Portsmouth  
 Nichols, Reginald B., 10 Pine St., Woodsville  
 Page, Dora E., 88 Main St., Pittsfield  
 Parker, Florence L., Central St. Hudson  
 Ray, Bernice A., 25 E. Wheelock St., Hanover  
 Russell, Annie F., 347 Ash St., Manchester  
 Seavey, Marion K., Plymouth Teachers College, Plymouth  
 Simpson, Margaret I., 407 Middle St., Portsmouth  
 Stone, Mrs. Florence G., 40 Page St., Keene  
 Teed, Mrs. Esther F., Central School, Peterborough  
 Thunberg, Elsa, Lafayette School, Portsmouth  
 Trask, Winifred, Groveton

## NEW JERSEY

Ackerman, Anna M., 7 Mayfair Rd., Morris Plains  
 †Adams, Mrs. A. Virginia, Cunningham School, Vineland

Algor, Mrs. J. R., 120 Willow St., Fair Haven  
 Alma, Sister Mary, Our Lady Star of Se School, 15 N. California Ave., Atlantic City  
 Anderson, Amy, 219 E. 21st Ave., Wildwood  
 Anderson, Helen I., Continental School 3 Elizabeth  
 Antony, Paul U., Somerset School, North Plainfield  
 Atkinson, Bertha L., Summit Avenue School, Pitman  
 Barnes, Mrs. Mary D., 223 Summit Rd., Elizabeth  
 Barrie, Margaret J., Lincoln School, Hawthorne  
 Barron, Mary, Franklin School, Elizabeth  
 Baugher, James K., Chestnut School, Roselle  
 Beck, Richard T., Asst. Supt. of Schools, Jersey City 4  
 Bedrick, Emanuel, No. 5 School, Linden  
 Beverstock, Helen, Rand School, Montclair  
 †Bigelow, Merrill A., 159 Williamson Ave., Bloomfield  
 Bishop, J. Edgar, 130 S. Centre St., Merchantville  
 Bixby, Paul W., Box 1491, Short Hills  
 Bloomer, Emma J., 193 Main St., Flemington  
 Borden, Mrs. Anita Moore, Ridge Avenue School, Neptune  
 Bourdon, Mrs. Elizabeth C., 17 Jones Ave., New Brunswick  
 Boyer, B. J., 319 Ashland Rd., Bound Brook  
 Brainard, Mrs. Eleanor L., Nathan Hale School, Kearny  
 Brandenburg, Edna A., Brayton School, Summit  
 Bray, Mary, 41 King's Highway E., Mt. Ephraim  
 †Brearley, Mrs. Helen C., 57 Princeton Ave., Princeton  
 Brown, Ella R., Supt. of Schools, Millville  
 Brown, Gladys D., Box 82, Dunellen  
 Brownrigg, Helen M., Girls' Trade School, Newark 5  
 Buchanan, Margaret, 53 S. Windsor Ave., Atlantic City  
 Buffington, E. A., 86 Linden Ave., Bloomfield  
 Burdge, Mrs. Ella M., 2 Edgewood Ct., Lakewood  
 Burnham, Merrill S., 166 Union Pl., Ridgely Park  
 Burns, Loretta L., School 8, Sixth St., Elizabeth  
 Bush, Fred S., Fairview School, Bloomfield  
 Butterheld, Harold E., Public Schools, Union Beach  
 Cadoo, Sarah E., Franklin School, Summit  
 Cadwallader, Dorothy Kay, 50 Atterbury Ave., Trenton 8  
 Caricchia, Elsie D., Burnet Street School, Newark 2  
 Carr, Louis D., School 23, 143 Romaine Ave., Jersey City 6  
 Cason, Dr. Eloise B., Dir. of Child Guidance, 155 Broad St., Bloomfield  
 Cassel, Lloyd S., Broad Street School, Freehold  
 Castle, Mabel C., Madison Avenue School, Atlantic City  
 Chase, Dr. Lawrence S., Co. Supt. of Schools, 314 Hall of Records, Newark 2  
 Clayton, Joseph E., Supvg. Prin., Broad and South Sts., Matawan  
 Cole, Alice K., Lincoln School, Elizabeth 2  
 Conley, Emma G., Texas Avenue School, Atlantic City  
 Conroy, Mrs. Helen M., 63 Sherman Pl., Jersey City 7  
 Conway, William F., Supvg. Prin., Edgewater  
 Cosine, Alice M., 143 Carbon St., Paterson 2  
 Coyle, Fred V., School 4, Paterson  
 Craig, James C., Ocean Grove School, Ocean Grove  
 Crane, J. Ernest, Madison Junior High School, Newark 8  
 Curry, Mrs. Malcolm, Linden Avenue School, Glen Ridge

# LIST OF MEMBERS

(New Jersey) 297

Dare, Lillian A., Newfield  
David, Vivian O., Lafayette School, Bound Brook  
Davis, Courtland V., Evergreen School, Plainfield  
DeBlasy, H., Christian School, 82 Cottage St., Midland Park  
DeBros, Alice Marie, 3307 Fairview Ter., West New York  
Dee, Frank P., 514 Fairoute Ave., Roselle Park  
Decker, Bessie T., 130 Lake Ave., Boonton  
Delaney, Mrs. Eleanor C., Woodrow Wilson School, Elizabeth  
Desmond, Anita, School 35, Sip Ave., Jersey City  
Dewey, Florence E., School 2, Bogota  
Dickinson, Florence M., Davis School, Camden  
Diffenderfer, Willard T., Chancellor Avenue School, Irvington  
Dixon, Sadie H., Rt. 1, Rockaway Neck, Boonton  
Dobbins, Margretta, School 6, Clifton  
Donahue, Claire, Junior High School No. 11, Passaic  
Donnelly, Andrew J., Jr., School 23, Paterson  
Donovan, Katherine E., Smithburg Rd., Rt. 3, Freehold  
Dorsey, Belle E., School 1, State St., Perth Amboy  
Dowling, Mrs. M. J., Columbus School, Carteret  
Doyle, Mrs. Catherine E., 420 Sussex Rd., Woodbridge  
Drew, Fred L., Newport School, Newport  
Duplak, Nellie P., 321 Harrison St., Passaic  
Dwyer, John, Marshall School, Elizabeth  
Eddinger, Lester M., Bond Street School, Asbury Park  
Egan, Mary B., 719 Morgan Ave., Palmyra  
Emmet, Martha M., Cleveland School, Englewood  
Erhart, Carrie W., 408 Oliver St., Bordentown  
Fenton, William D., Rt. 1, Glassboro  
Ferguson, Mary E., School Admin. Bldg., 1809 Pacific Ave., Atlantic City  
Fiedler, William G., Washington School, Union City  
Finger, Mary H., Gregory School, Trenton  
Firth, Mildred E., 685 Belvidere Ave., Phillipsburg  
Fisher, Harriet M., Hamilton School, Highland Park  
Fitzpatrick, James E., Jr., Donohoe School, E. Fifth St., Bayonne  
Flory, Floyd C., Berkeley Terrace School, Irvington 11  
†Flower, Frank R., 8 East Dr., Margate City  
Floyd, James R., 1231 Thornton Ave., Plainfield  
Forester, Dr. John J., Bradford School, Upper Montclair  
Forrest, John A., Roosevelt School, Fair Lawn  
Frappoli, Marie P., Preakness School, Paterson  
†Freeland, Grace A., 38 Elm St., Summit  
Freeman, Florence, Bergen Street School, Newark 8  
Frey, Albin J., Peshine Avenue School, Newark  
Fruck, Mrs. Eleanor H., Rt. 1, Box 85, Milford  
Fries, H. C., 1210 Stillman Ave., Plainfield  
Funston, Augusta R., 2360 Boulevard, Jersey City  
Gaskill, Mrs. Edna D., Whiting  
Gannon, C. E., 1230 Broad St., Bloomfield  
George, Jessie F., 623 Lincoln Blvd., Westwood  
Gerace, Stephen J., 35 Poplar Ave., Pompton Plains  
Getlack, Luella, 110 N. Second St., Millville  
Gibson, Mrs. Mae S., Rt. 2, Freehold  
Gioia, Michael, Lincoln School, Hasbrouck Heights  
Gleason, Richard L., Washington School, Elizabeth

Goetz, Dorothy, Lanning Demonstration School, New Jersey State Teachers College, Trenton  
Goetz, Florence M., 235 Cayler Ave., Trenton 9  
Golder, R. Boyd, Elmer  
Goodwin, Mrs. Ruth F., Allen School, Burlington  
Gorab, Joseph A., Box 316, Rt. 2, Westwood  
Gough, Kathryn G., 2672 Boulevard, Jersey City  
Graf, Clifford L., Grammar School, Pennington  
Gremont, Helen C., 370 South Ave., Bridgeton  
Greenan, John T., 312 N. Walnut St., East Orange  
Greenough, Edith R., Washington School, Hawthorne  
†Gronde, Franklin J., 218 Fourth Ave., Bradley Beach  
Hagaman, Mrs. Carolyn R., Rt. 1, Elmer  
Halloran, William F., Theodore Roosevelt School, Elizabeth  
Hammell, Ethel C., Massachusetts Avenue School, Atlantic City  
Hammond, D. Stanton, 309 E. 42nd St., Paterson  
Hand, Horace, 240 Fowler Ave., Jersey City 3  
Hardwick, Mrs. Catherine H., 332 Woodside Ave., Newark 4  
Hargrove, William B., Elliott Street School, Newark  
Hartman, Albert L., 104 Haddon Pl., Upper Montclair  
Hartman, Richard M., 183 Franklin Ave., Midland Park  
Harvey, Esther H., Washington School, Dumont  
Hawley, Arie M., Columbus School, Elizabeth  
†Hayward, Dr. W. George, Chairman, Com. 1949, Dept. of Elem. School prin., Natl. Educ. Assn., 339 S. Burner St., East Orange  
Hegel, Lizzie C., 66 S. Tenth St., Newark 7  
Heiney, John F., Liberty School, Englewood  
Heller, Josephine McM., 610 Beacon Ave., Paulsboro  
Hermann, Edwin G., 330 Ramapo Ave., Pompton Lakes  
Hess, Justin H., Junior High School, Atlantic City  
Hoff, Mrs. Harry W., 363 Lincoln Ave., Orange  
Hoffman, Edith L., Asst. Prin., Junior High School 3, Trenton  
Hookway, A. Thomas, Washington School, Bayonne  
Hopkins, Mary M., Elmora School 12, Elizabeth  
Hoppock, Anne, State Dept. of Educ., Trenton  
Hotchkiss, J. Douglas, South Avenue School, Bridgeton  
Hummer, H. Myrtle, 28 Wall St., Trenton  
Hunt, Mrs. Mary E., 143 N. Broadway, Penns Grove  
Ireland, Ruth Anne, Tuscan School, Maplewood  
Jacob, Dr. Walter, Dir. of Training School, Vineland  
Jacobus, Mrs. Frieda, 68 Park Ave., Bloomfield  
Jane, Sister Mary, Holy Spirit School, 23 N. Massachusetts Ave., Atlantic City  
Jenkins, Albion U., Asst. Supt., 31 Green St., Newark 2  
Jess, C. Donald, Washington School, Bergenfield  
Johnson, Coates L., 31 Thrumont Rd., Caldwell  
Jonnston, Ruth S., Washington School, Ridgewood  
Kearby, Mrs. Ruth W., Radburn School, Fair Lawn  
Keller, Ethel M., 711 Glen Ave., Westfield  
Kelly, M. Agnes, Lincoln School, 305 Harrison St., Nutley 10  
Kelly, Mrs. Teresa R., Intermediate School, Raritan

- Kelly, Winnifred, Grant School, Trenton 9  
 Kennington, Charles H., 267 Weequahic Ave., Newark 8  
 King, Charles L., Mt. Vernon Avenue School, Irvington  
 Klein, Mrs. Anna L., School 1, Guttenberg  
 Knopf, Alfred A., School 9, Paterson  
 Knopf, Edward L., School 13, Paterson  
 Knowles, Mrs. Margaret A., Madison-Monroe School, Elizabeth  
 Koerner, Grace E., Seth Boyden School, Maplewood  
 Kumpf, Carl H., Miller Street School, Newark 5  
 Kuntzelman, Harvey A., 87 Myrtle Ave., Dover  
 †Kurtz, Louise, 195 Whitford Ave., Nutley  
 Lafferty, Mabel, Glassboro  
 Lawpaugh, Howard E., School 10, Paterson  
 Lawrence, Clifton E., Wantage Cons. School, Rt. 1, Sussex  
 Lee, Eleanor R., Mott School, Trenton 10  
 Lerwelling, Greta V., Washington School, Trenton  
 Leonard, Mary A., Bd. of Educ., City Hall, Elizabeth  
 Levy, Harold, 875 Avenue C, Bayonne  
 Lewis, Mildred A., Maple Avenue School, Morristown  
 Libby, Herschel Scott, Supt. of Schools, Irvington  
 †Locher, Mrs. Charlotte E., 214 Roosevelt Ave., Hasbrouck Heights  
 Logan, Mary G., Box 106, Kingston  
 Long, Mrs. E. Lucretia, Elementary School, Wenonah  
 Lorenzo, Sister Mary, 37 Sherman Ave., Trenton 9  
 Losi, Maxim F., 61 Sherman Ave., Jersey City 7  
 Mailly, Edward Leslie, 34 Kensington Ave., Jersey City  
 Malone George C., Bradley School, Asbury Park  
 Marconi, John A., Woodrow Wilson School, Bayonne  
 Martz, Frank J., Lincoln School, Cranford  
 Matthews, Ethel M., 403 S. Parkway, Clifton  
 Maxwell, Mrs. Doris E., Roosevelt School, Lodi  
 McCann, Katherine M., Jefferson School, Trenton  
 McCaw, Earl W., Fairmount School, West Orange  
 McClellan, George B., Hohokus School, Hohokus  
 \*\*†McConnell, Ralph C., Texas Avenue School, Atlantic City  
 McCormick, Felix J., Berkeley School, Bloomfield  
 McCorristin, Mrs. Edith D., 215 Pine St., Millville  
 McDavit, Herbert W., Elementary School, North Caldwell  
 McDonough, Marguerite F., 124 Randolph Rd., Plainfield  
 McKendree, Dr. E. Wallis, City Hall, Camden  
 McLean, William, Mt. Hebron School, Upper Montclair  
 McNamara, Robert F., School 9, Jersey City 2  
 McNulty, Elizabeth, Oxford Avenue School, Ventnor City  
 McTamney, Mary C., 1444 W. State St., Trenton  
 Michael, Raymond, Junior High School 3, Trenton  
 Mildred, Mother M., St. Francis Hospital, Trenton 9  
 Miller, Mrs. Eva P., Spring Garden School, Nutley  
 Miller, Mrs. Henrietta List, Lincoln School, Lodi  
 Miller, William E., Vine Street School, Bridge-ton  
 Minasian, Henry, 55 Smallwood Ave., Belleville 9  
 Moffett, Marcella G., 301 W. State St., Trenton  
 Moore, Elizabeth, Greenwich  
 Morgan, Kathryn R., Friends School, Atlantic City  
 Morris, Howard, Jr., Elementary School, Woodstown  
 Morrison, Howard D., Supvg. Prin., Hamilton Twp. Schools, Trenton 10  
 Mosby, Rosa M., 231 Washington St., Mt. Holly  
 Moulton, Dr. O. J., Neptune High School, Ocean Grove  
 Muller, Anna M., Englishtown  
 Mullin, John G., 1005 Broad St., Pleasantville  
 Munson, Ruth W., Jefferson School, Maplewood  
 Neulen, Lester N., 360 Warwick Ave., West Englewood  
 Noble, Martha, East End School, North Plain field  
 North, Florence C., Box 495, Mahwah  
 O'Brien, Edward, Lafayette School, Elizabeth  
 O'Donnell, Anna M., Roosevelt School, Bayonne  
 Ordway, Paul B., Dir. Bureau of Child Welfare, Bd. of Educ., Paterson 1  
 Osborn, George H., Jr., River Rd., Chatham  
 Palsgrove, Mabel P., Chelsea Heights School, Atlantic City  
 Parks, Leonard R., Public School, Cedar Grove  
 Parliament, Clifford W., State Dept. of Educ., Trenton 8  
 Pascucci, Anna M., Garfield School, Long Branch  
 †Patz, Gustav, 2033 Balmoral Ave., Union  
 Peffer, Ernest M., Maxson School, Plainfield  
 Peffer, George W., Florence Avenue School, Irvington 11  
 Penn, Mrs. Ruth K., Kelly Ave., West Creek  
 Peters, Mrs. Mary V., 22 S. Baltimore Ave., Ventnor  
 Petersen, Anne J., 10 Suydam St., New Brunswick  
 Petty, Letitia A., Jefferson School, Lyndhurst  
 Phillips, Dr. Thomas E., School 3, Bayonne  
 Pierce, Dr. Charles B., Supvg. Prin. of Schools, Audubon  
 Pomeroy, Mrs. Elizabeth Moore, Washington School, Montclair  
 Powell, Mrs. Lou B., Roseland School, Roseland  
 Predmore, Charles T., Washington School, Plainfield  
 Prentice, Richard K., Lafayette School, Morristown  
 Probert, William W., School 12, Paterson 3  
 Pultz, Ethel M., 723 Westwood Ave., Long Branch  
 Quig, Emily Hart, 5 Parnley Pl., Summit  
 †Quimby, Neal D., Washington School, West Orange  
 †Quinn, Guy L., 2106 Bangs Ave., Neptune  
 Ranney, Russell G., Shrewsbury Twp. School, Rt. 1, Eatontown  
 Read, Helen Pitman, Stirling School, New Brunswick  
 Rear, Leslie V., Box 501, Danville  
 Richards, Anna E., Cleveland School, Carteret  
 Richards, William F., School 3, Belleville 9  
 Richman, Nathan, School 4, West New York  
 Rickards, Edward S., School 1, Denville  
 Ricketts, Mrs. Ella S., Belmar School, Belmar  
 Ricord, Mrs. M. J., 119 Ayers Ct., West Englewood  
 Robinson, Thomas E., Co. Supt. of Schools, Mercer Co. Court House, Trenton 9  
 Rodda, Mrs. Charlotte, Mountain View School, Mountain View  
 Roth, Mary E., Cupsaw Lake, Wanaque  
 Sailey, Mrs. Alice B., 1894 Brunswick Ave., Trenton

- Salandra, Felicia, Waverly Avenue School, Newark 3  
 Salmons, Sue A., 205 Ocean St., Beach Haven  
 Salisbury, Jerome C., 155 Broad St., Bloomfield  
 Samuels, Ethel M., Livingston School, New Brunswick  
 Sayre, Martha, 6703 Church Rd., Merchantville  
 Satterlee, William G., Jr., Alfred Vail School, Morris Plains  
 Saul, Anna E., 2 Harrison Ave., Jersey City  
 Saunders, Dr. Carleton M., Supvg. Prin., Bridgewater Twp. Elementary Schools, Raritan  
 Schaefer, Anna G., Morton Street School, Newark 3  
 Schneider, Lillian E., 54 Easton Ave., New Brunswick  
 Schweg, Rhoda C., South Seventeenth Street School, Newark  
 Scott, Anna C., 215 N. Central Ave., Englewood  
 Scott, Dorothea A., Midland School, Rochelle Park  
 Seeley, John W., Forest Avenue School, Glen Ridge  
 Seiberling, Anna C., Pennsylvania Avenue School, Atlantic City  
 Sexton, Wray E., 23 Hoffman St., Maplewood  
 Shepherd, H. P., Lincoln School, Lyndhurst  
 Shotwell, Fred C., Supvg. Prin. of Schools, Franklin  
 Sickler, Edna F., 61 Pitman Ave., Pitman  
 Sickles, Mrs. Viola L., 20 De Normandie Ave., Fair Haven  
 Simons, Mes. Myrtle H., 67 Salem Ave., Burlington  
 Smith, William R., 270 Highland Ave., Newark  
 Smulling, Hannah P., 529 Fourth Ave., Haddon Heights  
 Snively, Francis B., Robert Treat Junior High School, Newark 3  
 Southard, Mrs. Maude B., 425 Trinity Pl., Elizabeth 3  
 Sozio, Pasquale, 381 Parker St., Newark  
 Stalter, Ethel, Montvale School, Montvale  
 Steuer, Elsie A., Grant School, Dumont  
 Stevenson, Margaret L., Junior High School Ohio and Pacific Aves., Atlantic City  
 Steward, Harold D., 124 Fairbanks St., Hillside  
 Shles, Hazel B., 122 Wildwood Ave., Pitman  
 Stockwell, Anne B., Clinton School, Maplewood  
 Stoddart, Walter E., 57 Sandford Pl., Newark 6  
 Stokes, Lillie M., 212 Dodd St., Weehawken  
 †Stratton, Mason A., Chelsea Village, 125 N. Hartford, Atlantic City  
 Straub, Dr. J. Harold, Willard School, Ridge-wood  
 Streeter, R. A., Public School, Essex Fells  
 Stryker, Ethel M., Junior High School 5, N. Montgomery St., Trenton  
 Stull, Mrs. Anna G., Lafayette School, Highland Park  
 Summers, Mrs. Katherine W., 479 Irvington Ave., Elizabeth 3  
 Surtees, Mrs. Emily H., Brighton Avenue School, Atlantic City  
 Swan, George L., Emerson School, Teaneck  
 Tarstra, Lucyan John, School 8, Seventh and Jefferson Sts., Hoboken  
 Tamboer, Anne E., School 17, Paterson  
 Taylor, Grace L., School 6, McKee City  
 Ten Eyck, J. Harold, Junior High School, Somerville  
 Thomas, Gwendolyn, Long Hill Rd., Millington  
 Threlkeld, C. H., Supt., South Orange Maplewood Schools, 27 Berkshire Rd., Maplewood  
 Toomey, Mrs. May McGill, Columbus School, Trenton 8  
 Townsend, Irving J., Maple Avenue School, Newark 8  
 †Tooy, Ann A., 291 Chestnut St., Nutley  
 †Tuttnbaugh, E. L., Madison Avenue School, Irvington  
 Tuttle, Ernest W., 215 Dodd St., East Orange  
 †Twitchell, William S., Jr., 30 L. Delaware Ave., Pennington  
 Updike, Carolyn S., Dutch Neck School, Dutch Neck  
 Vandenberg, Harold A., Roosevelt School, Hawthorne  
 Van Ness, Paul H., 140 Roxville Ave., Newark 7  
 Van Sickle, Blanche, School 9, Perth Amboy  
 †Vander, J. H., Supvg. Prin., Borough of Project Park, 10 N. 12th St., Hawthorne  
 †Vander, D. C., 112 Spring Valley Ave., Hawthorne  
 Warner, J. J., 34 J. Sue M., Walls School, Pitman  
 Warner, Mrs. Elizabeth, Lawrence School, Burlington  
 Warrin, Dr. Helen B., South Eighth Street School, Newark  
 Warwick, Raymond, Bradley Park School, Neptune  
 Waxwood, V. F., Liberty Street School, Long Branch  
 Webster, Mrs. Angelo M., Box 82, Hazlet  
 Weigle, Charles L., Fairmount School, West Orange  
 Wert, Paul G., New Vernon  
 Wieder, Homer W., 949 W. Eighth St., Plainfield  
 Wilde, Anna A., 174 S. Highwood Ave., Glen Rock  
 Wilgus, Charles M., School 4, Fanwood  
 Willey, Edith W., 108 Lupton Ave., Woodbury  
 Wirths, Dorothy, School 4, Cliffside Park  
 Wood, Joseph F., 652 Valley Rd., Upper Montclair  
 Worth, Charles L., Third Ward School, Lambertville  
 Wright, Mrs. Ethel V. T., Richard E. Byrd School, Glen Rock  
 Wright, Stella J., 154 Welton St., New Brunswick  
 Yeager, Mrs. Eleanor C., Park Avenue School, Pleasantville  
 Young, Donald M., Bangs Avenue School, Ashbury Park

## NEW MEXICO

- Adams, Orval E., 1051 Seventh St., Las Vegas  
 Alexander, Mrs. Betty, Box 904, Taos  
 Arledge, Mrs. Ellen, 121 S. Ninth St., Albuquerque  
 Baker, Blanche, Central School, Las Cruces  
 Bigelow, Mrs. Margaret, 322 N. Carlisle, Albuquerque  
 Bobo, Mrs. Irma, 309 Buena Vista Ave., Albuquerque  
 Bradley, Mrs. Corinne W., Gra. dview School, Las Cruces  
 Campbell, Frank S., 1013 Sheldon St., Clovis  
 Chavez, Adolfo, 642 Sunset Rd., Albuquerque  
 Clark, Clifton W., Supt., Dona Ana Co., Las Cruces  
 Conlee, Robert H., 416 Tulane Pl., Albuquerque  
 Cowan, Mabel, 516 N. Arizona St., Silver City  
 Crockett, Mrs. Pearl, Elementary School, Anthony  
 Curtis, Ward, Dir. of Elem. Educ., 350 W. Marcy, Santa Fe  
 Deaton, Mrs. Laura Mae, Box 792, Roswell  
 Depenbrink, Waldo S., Garfield  
 De Vane, F. Elena, 706½ N. Halagueno, Carlisbad

- Dillard, Mrs. Wilma, Rt. 1, Box 128, Carlsbad  
 Doherty, Mrs. Helen L., 125 Maxwell Ave.,  
 Raton  
 Duggan, Coral, Central School, Anthony  
 Dunn, Mrs. Martha, 420 S. Yale, Albuquerque  
 Fowlkes, Willie R., Box 126, House  
 Gill, Donald K., 601 S. Fourth, Albuquerque  
 \*Goff, Harold R., 3212 Monterey Dr., Albu-  
 querque  
 Gonzales, Adolfo C., 1585 Cerro Vista, Albu-  
 querque  
 Gray, Howell, Box 111, Farmington  
 Griffith, Kathryn E., 334½ W. Van Patten,  
 Las Cruces  
 Guinn, Mrs. Alma, 420 Parker Rd., Las Cruces  
 Hays, Louella, 1016 Seventh St., Las Vegas  
 Holland, Mrs. Cora M., 316 N. Bayard, Silver  
 City  
 Hoskins, Harley D., 421 S. Amherst, Albu-  
 querque  
 Hosmer, Oscar H., Smith School, Deming  
 Houp, Otis, Box 21, Tucuman  
 Hulton, L. E., 815 S. W. Pine, Portales  
 \*James, E. M., Central Grade School, Portales  
 Jeffers, Harold, Box 224, Las Cruces  
 Jordan, Mettie, Box 373, Eunice  
 Kornegay, R. C., Malaga School, Malaga  
 Leason, Marjorie, 421 N. Fourth St., Raton  
 Lenthicum, J. B., 1006 W. Tijeras Ave., Albu-  
 querque  
 Low, Frank, 3013 N. Arno, Albuquerque  
 Lyster, Amy, 1312 Seventh, Las Vegas  
 Marley, David W., 720 N. Monroe, Portales  
 McCollum, Dr. J. R., 2928 Santa Clara Dr.,  
 Albuquerque  
 McMahon, Mrs. Iona, Lucero School, Las  
 Cruces  
 \*Mills, Charles L., Box Y, Hobbs  
 Mills, Vernon R., 615 S. W. Union, Portales  
 Mitchell, George F., 315 S. Tenth St., Albu-  
 querque  
 Mizer, Mrs. Marie, Rt. 1, Box 66, Deming  
 Mock, R. R., N. Fourth Street School, Albu-  
 querque  
 Moss, Albert B., Junior High School, Carlsbad  
 Nees, Ruth, 133½ S. Alameda, Las Cruces  
 Oda, Sister M., O.S.F. Cuba School, Cuba  
 Payton, Lowell, Rt. 2, Box 139-A, Roswell  
 Powell, Fay Burr, 101 S. Missouri Ave., Roswell  
 Riddle, Tom A., Supt. of Schools, Carlsbad  
 Ruordan, Kathryn, 504 S. Gold Ave., Deming  
 Robbins, Raymond H., Box 83, Lovington  
 Rose, Charles L., State Supt. of Public Instruc-  
 tion, Box 999, Santa Fe  
 Russell, Mrs. Clem, Mesilla Park  
 Schupp, Ona E., 223 N. High St., Albuquerque  
 Short, Walter G., Park School, Artesia  
 Stanfield, Bertha, Elementary School, Hot  
 Springs  
 Totten, Clyde, 703 S. Michigan Ave., Roswell  
 Tracy, Stuart B., 1147 N. Alameda, Las Cruces  
 Traylor, R. V., Central School, Lordsburg  
 Tunnell, Hal, Box 153, Lovington  
 Vercher, Leander J., 226 W. Court St., Las  
 Cruces  
 Watson, Dorothy, Pinos Altos  
 Watson, Mrs. Mary R., County Court House,  
 Albuquerque  
 White, Jessie, Springer  
 Woodruff, Fannie, 107 N. Eighth, Artesia
- NEW YORK
- Abate, Harry F., Niagara Street School, Ni-  
 agara Falls  
 Abbott, Eva M., 1626 Weston Ave., Niagara  
 Falls  
 Abbott, Ruth M., 90 E. Main St., Port Jervis  
 Adams, Norma A., 405 Turin St., Rome  
 Albertson, Dorothy E., Cedar Ave., Pough-  
 keepse
- Allen, Doris E., Lyncourt School, 2711 Court  
 St., Syracuse 8  
 Allen, Edward, Public School, Akron  
 †Allen, Florence M., Grove Street School,  
 Freeport  
 Allen, W. Paul, Fox Meadow School, Scarsdale  
 Aloisie, Sister M., 333 E. 62nd St., New York  
 21  
 Alt, Florence, Webster School, Syracuse  
 Anderson, Ellen R., State Teachers College,  
 Potsdam  
 Andrews, Wendell B., Lincoln School, Schene-  
 ctady  
 Anesia, Sister Mary, 109 E. Seventh St., New  
 York 3  
 Antell, Dr. Henry, 120 Kenilworth Pl., Brook-  
 lyn 10  
 Aquinas, Sister M. Thomas, Mt. St. Mary's  
 Academy, Newburgh  
 Arnold, Frank C., 33-54 88th St., Jackson  
 Heights  
 Arnold, Raymond W., Roosevelt School, Ken-  
 more  
 Ast, Raymond J., School 42, Buffalo  
 Austera, Emma H., School 26 Bronx, Burnside  
 and University Aves., New York  
 Avery, Faith B., Irving School, Catskill  
 Axel, Tamah, 2435 Dickens Ave., Far Rockaway  
 Ayres, George R., 305 Union Ave., Mamaroneck  
 Bailie, Iva D., 82 Glen Ave., Port Chester  
 †Baker, Harold V., Chairman, Edit. Com.,  
 1947, Dept. of Elem. School Prin., Natl.  
 Educ. Assn., Daniel Webster School, New  
 Rochelle  
 Banks, M. Alberta, 825 W. 187th St., New  
 York 33  
 Banks, William D., High School, Corinth 2  
 Banta, Katherine A., 65 Wesley Ave., Port  
 Chester  
 Barber, Elon L., 610 Garden St., Little Falls  
 Barr, MacArthur, Supvg Prin., Public Schools,  
 Nanuet  
 Barrett, John J., 649 Norfolk Ave., Buffalo 15  
 Barry, Winifred A., School 3, Oceanside  
 Barth, Mark, 45 W. 81st St., New York 24  
 Bartholomew, Bertha M., Boynton Junior High  
 School, Ithaca  
 Bastedenbeck, Miss R. R., Prospect Street  
 School, Baldwin  
 Battershall, Minnie J., 1012 Albany St.,  
 Schenectady  
 Baughner, Lillian M., Fifth Street School, Ni-  
 agara Falls  
 Beggs, Frances E., Jefferson Apts., Niagara  
 Falls  
 Benedict, Mildred F., 59 E. Eighth Ave.,  
 Gloversville  
 Bennett, Agnes Marie, 308 E. Main St., Frank-  
 fort  
 Bida, Mary, Slingerlands School, Slingerlands  
 Bigali, Mrs. Anna R., 8548 150th St., Jamaica  
 Bigley, Curtis F., School 19, New Scotland  
 Ave., Albany 3  
 Bilderser, Dorothy, 135 Eastern Pkwy., Brook-  
 lyn 17  
 Bingham, Florence M., Sherrill  
 Birnbaum, Hyman, Joan of Arc Junior High  
 School, 93rd St. and Amsterdam Ave., New  
 York  
 Blair, Mary M., School 20, Heberton Ave.,  
 Richmond, S.I.  
 Bleich, Emanuel E., 116 Henry St., New  
 York 2  
 Blodnick, Morris, Junior High School 73, 241  
 McDougal St., Brooklyn 33  
 Bloomgarden, Saul, School 54 195 Sandford  
 St., Brooklyn  
 Boardman, Dr. Walter S., 7 Atlantic Ave.,  
 Oceanside  
 Bogdan, Aniel, 622 Plant St., Utica 4

# LIST OF MEMBERS

(New York) 301

- †Borgeson, Dr. F. C., Prof. of Educ., New York University, Washington Square, New York  
 Bosick, Eva Gibbs, Rochambeau School, White Plains  
 Bowie, Arthur, Asst. Supt., School 246, 72 Veronica Pl., Brooklyn 26  
 Braucher, Howard S., Massapequa, L. I.  
 Broderick, Lillian, 216 Park Ave., Yonkers  
 Brogan, Mabel M., School 40, 245 Oneida St., Buffalo 6  
 Brown, Mrs. Gertrude F., School 4, 198 Branton Ave., Rochester 11  
 Brown, Dr. George Victor, School 131, Ft. Hamilton Pkwy. and 43rd St., Brooklyn 19  
 Brownell, Mrs. Winifred, Franklin School, Syracuse  
 Bruce, Claribel, School 52, 100 Farmington Rd., Rochester 9  
 Bruce, Percy W., Roslyn Heights School, Roslyn  
 Buckley, Mary M., Kemble School, Utica 3  
 Bugbee, Mrs. Nellie G., Rt. 2, Onondaga  
 Bulles, Berton G., 21 Elm St., Nassau  
 Burke, Edward A., Central School, South Kortright  
 †Burlein, Anna Louise, Box 95, Ft. Hamilton Sta. 9, Brooklyn  
 Burley, Mrs. Hazel M., 235 Union St., Hamburg  
 Burnap, Frank J., Stottville  
 Burns, Anna E., School 5 Queens, 30-11 29th St., Long Island City 2  
 Bush, Clifford L., North Hornell School, Hornell  
 Butts, Franklin A., Governor Clinton School, Poughkeepsie  
 Byrne, Jane, Cleveland School, Syracuse  
 Caesar, Irving, 1619 Broadway, New York 19  
 Calhoun, A. Ray, Theodore Roosevelt School, Utica 3  
 Cameron, Sarah A., School 46, 279 E. 196th St., New York 38  
 Campbell, Ethel M., 85 Grove St., Hun  
 Canfield, Earl, Rt. 2, Montour Falls  
 †Carey, Elizabeth B., State Education Dept., Albany 1  
 Carl, G. Harold, School 82, Buffalo 15  
 †Carlson, Clara H., 90-42 206th St., Queens Village  
 Carpenter, Roy H., 11 Sutton Pl., Ossining  
 Carr, John A., 37 Walbrooke Ave., Staten Island 1  
 Carroll, Catherine, School 163, Benson and 17th Ave., Brooklyn 14  
 Carroll, Emeline F., 44 Scott St., Utica  
 Cassidy, Helen K., 761 Glenwood Ave., Buffalo  
 Castren, Helga C., 993 Kensington Ave., Buffalo 15  
 Cates, Winifred W., Prospect Hill School, Pelham 65  
 Caulfield, Ceylon K., Croton Falls  
 Chaffee, Everett C., 2400 Chili Rd., Rochester 11  
 Christian, Mrs. Gladys Hull, Huntington School, Syracuse  
 Clair, Sister Mary, Immaculate Heart of Mary School, Buffalo 6  
 Clark, Charles R., Military Rd., Rt. 47, Niagara Falls  
 Clark, L. May, 113 Utica St., Brockport  
 Clarke, Bertha E., 24 Columbia Ave., Binghamton  
 Clarke, Martha H., 60 W. Broad St., Mt. Vernon  
 Claudius, Edwin D., Northfield Road School, Rochester 5  
 Clickennot, George, Lincoln School, Hornell  
 Clickennot, Kenneth R., Painted Post  
 Coffan, Lester F., Kingsboro School, Colville  
 Coffan, Walden S., Supt. of School, Batavia  
 Cogan, Lena B., School 76 Brown, Kalamazoo Ave. and E. 234th St., New York 66  
 Cogswell, Ralph N., Kodak Park School, Rochester 13  
 Cohen, Jacob, School 184, 76 East Ave., Brooklyn 12  
 Cohn, Robert, School 18, 201 Deane St., Brooklyn 33  
 Cole, Ida M., 113 Farmstead Pl., Syracuse 3  
 Coleman, Georgia Ave., Colonial School, Pelham 65  
 Collins, Mrs. Gertrude K., High School, Deane  
 Coltrane, Francis P., School 113, Deane, 250th St. and 84th Rd., Floral Park  
 Connelly, Monna, 101 Hudson St., Croton Bay  
 Connor, Veronica, Ramothville  
 Conner, John F., 2416 Morris Ave., New York  
 Conroy, Mrs. Marie S., 75 Mountaineer Rd., Staten Island 4  
 Cooney, Nellie, Washington Irving School, Syracuse 3  
 †Cooper, George W., Remondia School, 1120 Lake Ave., Rochester 10  
 Corbin, Mrs. Jessie A., School 50, West Albany  
 Costello, Helen A., 346 North St., Troy  
 Craig, Christine, 14 Elm St., Westborough  
 †Cramer, Henry C., Robert Fulton School, Mt. Vernon  
 Cramer, Earl D., Box 14, Hagarburg  
 Catterfield, Harold C., Whiggemore Rd., Ammonk  
 Cotty, Marion R., Elementary School, Yorkville  
 Cummings, Mary A., School 68, Buffalo 15  
 Dalympic, Mary S., 584 E. 31st St., Brooklyn 10  
 Dalton, Kathleen H., School 3, Troy  
 Dals, John J., 55 Park Ave., Post Washington  
 Daly, Ronald P., Glenmont  
 Darr, Dorothy, Sanford Street School, Glens Falls  
 Dano, Anna M., Lansing School, Watertown  
 Darden, Mrs. Teresa D. Ambrose, School 125, 1355 Herkimer St., Brooklyn 33  
 Davis, Irma A., 81 E. Genesee St., Auburn  
 Davis, Victor H., Hornbeck Rd., Rt. 1, Poughkeepsie  
 DeKay, Mrs. Grace Evans, Box 183, Glen Head  
 Delaney, Marian, Eagle Avenue School, West Hempstead  
 Delaney, Mary C., School 2, 137 Madison Ave., Albany  
 Delchanty, Mary L., School 46, 250 New-castle Rd., Rochester 10  
 Dennis, Paulina, Calvin Coolidge School, Binghamton  
 De Padua, Sister M., 404 E. 80th St., New York 21  
 Devenin, Addie F., School 11, 75 Grove St., Brooklyn 23  
 Devine, Mary J., 19 Clinton St., Norwich  
 Diaz, Ada H., 1448 Whitney Ave., Niagara Falls  
 Dietrich, Grace L., Menands School, Albany 4  
 Donahue, Lillian, Seward School, Auburn  
 Donnelly, Ella Marie, Hutchinson School, Pelham  
 Donohue, John J., Creston Junior High School, 29 Bronx, New York 33  
 Downey, Margaret, 115 McClellan St., Schenectady 4  
 Dunn, Fred H., Washington School, Kenosha 1  
 Duggan, Mrs. Maria S., Thompson School, Watertown  
 Dwyer, Madeleine, Board Street School, Glens Falls  
 Ebeling, Elva, School 108, A. D. and E. 10th St., Brooklyn 14

- Eberhardt, Rose, School 62 Bronx, 660 Fox St., New York 55
- Eckhardt, Florence, 45 S. Lake St., Hamburg
- Edgerly, Alice L., School 93 Bronx, Story and Elder Ave., New York 59
- Egenhofer, Lillian, Gere-Tompkins School, Syracuse
- †Ella, Mrs. Viola F., School 42, 71 Hester St., New York 2
- Ellenbogen, Mrs. Evelyn, 168 W. 86th St., New York 24
- Ellis, Harry T., Sacandaga School, Scotia
- \*\*†Elrey, Mrs. Florine H., Exec. Com., Dept. of Elem. School Prin., Natl. Educ. Assn., 9 Vernon Ave., Batavia
- Elsbree, Dr. Willard S., Teachers College, Columbia University, New York 27
- Erdwurm, Lucy, 430 E. 86th St., New York 28
- Ernst, Christine C., 366 Quail St., Albany
- Eskowitz, Clara, School 213, Hegeman Ave., Brooklyn 7
- Esler, Ella G., 209 Columbia Ave., Syracuse 7
- Ettinger, Samuel, School 3, 33 Hancock St., Brooklyn 16
- Evans, Mrs. Julia B., 253 Conkey Ave., Rochester 5
- Faddis, Gabrielle Joan, Greenwich House, 27 Barrow St., New York 14
- Falk, Herbert A., Supt. of Schools, Sayville
- Farina, Nicholas A., School 5, Cedarhurst
- Farrell, James E., School 11, Poplar and Doat Ave., Buffalo
- Feinberg, Horace B., School 125, 264 Blake Ave., Brooklyn 12
- Ferguson, Ruth O., 30 Cottage Ave., Mt. Vernon
- Fern, Elizabeth C., 35 Silver St., Norwich
- Ferrand, Richard, Winchester School, Buffalo 10
- Ferreca, Peter E., School 130 Queens, Lewis Blvd. and 42nd Ave., Bayside, L.I.
- Filleman, Amelia G., 1528 La Moyne Ave., Syracuse 8
- Finkel, Morris C., School 33, 418 W 28th St., New York 1
- Fisher, Charles S., 411 S. First St., Lindenhurst
- Fitzgerald, Catherine R., 210 Jay St., Albany 6
- †Fitzgerald, Dr. James A., Fordham University, School of Educ., 302 Broadway, New York 7
- Fitzgerald, Mary F., School 16, Troy
- Fleischer, Max, School 73, 241 McDougal St., Brooklyn 3
- Fleischman, Samuel, School 100, W Third St and Sea Breeze Ave., Brooklyn 24
- Fletcher, Mrs. Eudora, School 99, Ave. K and E Tenth St., Brooklyn 30
- Flynn, Julia M., School 1, Saratoga Springs
- Flynn, Margaret E., Tenth Street School, Niagara Falls
- Flynn, Mary B., School 125, 22 LaSalle St., New York 27
- Foley, Alice L., Brighton School, Monroe and Elmwood Aves, Rochester
- Foley, Florence M., 316 E. 18th St., New York 29
- Fonda, L. Gladys, School 162, 53rd Ave and 201st St., Bayside
- Foster, Ruth C., 550 Seventh St., Niagara Falls
- otch, Mildred A., School 21, 399 Colvin St., Rochester 11
- Fox, Benedict, 11 Oxford Pl., Rockville Centre
- Friedman, Miriam, 350 W 57th St., New York 19
- Friedmann, Henry, School 134, 18th Ave. and E Fifth St., Brooklyn
- Fry, Mrs. Virginia P., Rt. 25A, Rocky Point
- Fuller, Kenneth A., North Park School, Lockport
- Gambella, Mrs. Marion E. F., 577 E. 179th St., New York 57
- Gannon, Mrs. Agnes C., 2 Campbell Rd Ct., Binghamton
- Gastwirth, Paul, School 4 Queens, 39-20 27th St., Long Island City
- Gates, Dr. Arthur I., Teachers College, Columbia University, New York 27
- Gehring, Beatrice M., Brooklyn School, Batavia
- Gibbons, Fred L., Fairgrieve Junior High School, Fulton
- Gibson, Carl E., 4143 St. Paul Blvd., Rochester 12
- Goodman, Katharine M., 134 Lakeview School, Jamestown
- Goodstein, Seymour O. J., 1544 Union St., Brooklyn 13
- Goodwin, Nellie L., School 105 Bronx, Holland and Brady Aves., New York
- Gordon, Mrs. Henrietta O., 116 Lincoln Rd., Brooklyn 25
- Gorham, Mary E., 308 N. Brandywine Ave., Schenectady
- Gorthey, Miriam, Academy Street School, Amsterdam
- Gould, Clifford M., 155 Delaware Rd., Kenmore
- †Graff, George E., 32 Maple Lane, New Hyde Park, Long Island
- Graham, Mattie, Hoosick Rd., Rt 1, Troy
- Green, Mrs. Viola G., School 172, 825 Fourth Ave., Brooklyn 32
- Greenberg, Joseph, School 238, Ave. P nr. Quentin Rd., Brooklyn 23
- Gnile, Roberts J., School 41, Buffalo 4
- Gunn, Ambrose A., 349 Busti Ave., Buffalo 1
- Groat, Mrs. Libbie P., School 69, 125 W 54th St., New York 19
- Gross, Emanuel, 940 Grand Concourse, New York 56
- Gross, Mrs. Sadie H., School 20, 1086 Fox St., New York 59
- Gugino, Peter R., Evershed School, Niagara Falls
- Haessig, Alma E., School 44, 820 Chili Ave., Rochester 11
- Haggerty, Marie, Barry Avenue School, Mamaroneck
- Hague, Gordon A., Lincoln School, Kenmore
- Haldane, Mildred C., Pennington School, Mt. Vernon
- Hall, Aya M., Box 58, Mt. Vision
- Hall, Mrs. Eleanor S., 906 McClellan St., Schenectady 8
- Halligan, Thomas C., 168 Pinchurst Ave., New York 33
- Handley, Mrs. Myrtle C., Robert Morris School, Batavia
- Hanrahan, Loretta L., School 44, Maple Pkwy., Staten Island 5
- Hardy, Ruth G., 35 Garden Pl., Brooklyn 2
- Harris, Daisy M., 1826 Valley Dr., Syracuse 7
- Harris, Mrs. Sabra T., 36 Otis St., Rochester 6
- Hathaway, Edna E., Park Street School, Gloversville
- Hawks, Burt D., 2645 Oneida St., Utica 3
- Hayden, Mrs. Rena C., John Lewis Childs School, Floral Park
- Hayford, H. Dorothy, 1330 Fourth Ave., Watervliet
- Hearn, Margaret C., 252 E. 61st St., New York 21
- Henig, Reuben, 548 Bedford Ave., Brooklyn 11
- Henrickson, Mrs. Velma W., East School, Neptune Blvd., Long Beach
- Herselle, David, School 149, Sutter Ave and Wyona St., Brooklyn 7
- Hess, Dorothy C., 724 23rd St., Watervliet
- Higgins, Gordon H., School 6, Hickory St., Buffalo 4



(Mrs. J. H. H.) 472

[illegible]

- Markham, Julia Ann, Public Schools, Bronxville 8
- Martelle, Edward F., 23 Jackson Ave., Endicott
- †Martin, Earl F., 724 W. Gray St., Elmira
- Matson, Elizabeth D., School 74, 126 Donaldson Rd., Buffalo 13'
- Mayle, Amy K., Morgan School, 353 Congress Ave., Rochester 11
- Maynard, Mabel A., 33 Geer Ave., Utica 3
- McCann, Sister M. Agnetta, 357 83rd St., Brooklyn 9
- McCarten, Mrs. Margaret C., School 56, 207th St. and Hull Ave., New York 67
- McCarthy, Helen A., North Junior High School, Depew
- McCarthy, John W., 183 Clinton Ave., Staten Island 1
- McCausland, James M., 7 McClellan Ave., Amsterdam
- McCleary, Adele M., 1119 Bushwick Ave., Brooklyn 21
- McCulloch, Mrs. E. Olive Barber, 110 N. Main St., Gloversville
- McDade, Anne A., School 108 Bronx, New York 61
- McEwan, Lee J., Supt. of Schools, Binghamton
- McKenna, T. Redmond, Cleveland Avenue School, Freeport
- McManus, Harold, Fourth Street School, Hudson
- McNally, Harold J., Teachers College, Columbia University, New York 27
- Mearns, Mrs. Madeline Howe, 7923 210 St., Flushing
- Merriman, Charlotte, 28 Third Ave., Port Washington
- Merry, Leons, Hamilton School, Schenectady
- Middleton, Mrs. Anne, School 96 Bronx, 650 Waring Ave., New York 67
- Miel, Dr. Alice, 509 W. 121st St., New York 27
- Miller, Bertram A., School 28, 1515 S. Park Ave., Buffalo 20
- Miller, Morris, Mohawk School, Scotia
- Miller, Myron W., Hauppauge
- Miner, Mary E., 47 Grand Ave., Johnson City
- Minuse, John M., Edison School, Port Chester
- Mitchell, Mrs. Alice S., Aurmont School, Suffern
- Mitchell, Jessie A., Munsey Park School, Manhasset
- Molony, Mrs. Vera B., School 102 Bronx, 1827 Archer St., New York 60
- Moore, Dr. Clyde B., Stone Hall, Cornell University, Ithaca
- Morey, Anna A., School 14, 15th St. and College Ave., Troy
- Morris, Frances S., School 3 Queens, 108-55 69th Ave., Forest Hills
- †Morrison, R. DeWitt, Roosevelt School, Port Chester
- Moses, Edward, 77-17 138th St., Kew Gardens
- Moyle, William D., Edgemont School, Scarsdale
- Muller, Zita M., Pringle School, Batavia
- Mummett, Ira C., School 13, Valley Stream
- Munro, Mary, 8 Mill St., Cazenovia
- Murray, Robert E., Pleasant Valley School, Schenectady
- Murtagh, Anna L., 917 W. Belden Ave., Syracuse
- Myers, Horace B., Wolcott Street School, Leroy
- Nathan, Caroline K., School 39 Bronx, Longwood Ave., Kelly and Beck Sts., New York
- Naylor, Mrs. Genevieve S., 321 Ocean Ave., Lynbrook
- Neufeldt, Carl J., Lincoln School, Mt. Vernon
- Neuner, Dr. Elsie Flint, Dir. of Instruction, 131 Huguenot St., New Rochelle
- Newman, Louise B., 451 Clinton Ave., Brooklyn
- Nichols, May A., 119 W. Court St., Ithaca
- Nickles, George F., School 10, Olean
- Nifenecker, Eugene A., Dir. of Ref., Research and Statistics, 110 Livingston St., Brooklyn
- Nolan, Anna M., School 20, Albany 4
- Norris, Bessie, East School, Batavia
- Nussbaum, Mrs. Ray E. Kapp, 200 W. 70th St., New York 23
- Obermeier, Minnie, 225 W. 106th St., New York
- O'Brien, Edward W., 8 Conway Ct., Troy
- O'Brien, Mrs. Mary M., 1220 Fourth Ave., Watervliet
- O'Connor, Mrs. Mildred L., Shubert School, Baldwin
- O'Mara, Joseph M., McKinley School, Lackawanna
- Onderdonk, Hazel, Roberts School, Syracuse
- O'Neil, Stella M., 579 Hazelwood Ter., Rochester 9
- Orr, Marion C., Meacham School, Syracuse 5
- Osborn, Merton B., Box 3, Onondaga
- Ostrander, Anna K., 127 Lewis St., Auburn
- Owen, Kathleen Alice, Baldwin Gardens Apts., Baldwin
- Owen, Reba E., Prospect Avenue School, Geneva
- Paine, Olive A., School 43, 1305 Lyell Ave., Rochester 6
- Palen, Louise H., 66 Verplanck Ave., Beacon
- Pargot, Mrs. Fannie S., School 1 Queens, Long Island City 1
- Paris, Florence E., 32 Linden Ave., Buffalo 14
- Park, Ford R., School 52, 276 Bird Ave., Buffalo
- Parris, Mabel H., Central School, Orchard Park
- Parrott, William R., Lindner Place School, Malverne
- Parsons, Marion, Cherry Road School, Syracuse 9
- Patterson, Charlotte, Washington School, Hempstead
- Payne, Pearle M., 10 Tompkins St., Binghamton
- Pearl, Doris M., Washington School, Batavia
- Pearsall, William K., 14 Spencer Ave., Lynbrook
- Pease, Ethel G., 287 Elmdorf Ave., Rochester 11
- Pelley, James, 509 W. 121st St., New York 27
- Perpetua, Sister Mary, 3303 Netherland Ave., New York 63
- Perry, Pearl M., 7 Marvin St., Clinton
- Petrillo, Lillian A., Main Street School, Tuckahoe
- Phelps, Margaret, 409 W. Genesee St., Syracuse 4
- Picard, Mildred I., Lincoln School, Scotia
- Piercy, William G., School 106 Queens, Beach and 35th St., Far Rockaway
- Pitt, Edwin T., 5308 Concord Ave., Little Neck
- †Plantz, Nina, Field Ave., Hicksville
- Platto, Mrs. Elsie, Clinton School, Syracuse
- Pois, Cecelia, 2910 Grand Concourse, New York 58
- Potter, Mrs. Mary K., Euclid Avenue School, Schenectady
- Potter, Mildred L., School 15, 494 Averill Ave., Rochester 7
- Powell, Mary E., 42 Attorney St., Hempstead, L. I.
- Pratt, Clifford O., Rye School, Boston Post Rd., Rye
- Pratt, Elizabeth M., 131 Oak St., Binghamton
- Prehm, Hazel, 13 Fitzhugh St. S., Rochester 4
- Pringle, Charles A., Elementary School, Woodmere
- Pugh, Sterling B., 95 Clove Rd., New Rochelle
- Pugsley, Chester A., New York State College for Teachers, Buffalo 9
- Quick, Sherwood, Dist. 30, Valley Stream

# LIST OF MEMBERS

(New York) 305

Quirk, Florence J., Lincoln School, Batavia  
 Radley Arthur A., High School, Waterville  
 Ramsdell, Florence R., 230 Atlantic Ave.,  
 Lynbrook  
 Ratcliff, Frank B., School 3, Kingston  
 Reagan, G. Agnes, 1340 W. Colvin St., Syracuse 7  
 Reed, Emily L., 88 S. Oxford St., Brooklyn 16  
 Reiser, Charles W., School 122 Queens, 21-21  
 Ditmars Blvd., Long Island City 3  
 Reitz, Mrs. Hanna Burke, School 29, Buffalo  
 Rescigno, Rocco E., School 4, Yonkers 4  
 Reynders, Louise V. W., School 9, Elmira  
 Rhoads, Luke C., Hamilton School Mt.  
 Vernon  
 Riley, Ruth V., Big Cross Street School, Glens  
 Falls  
 Roach, Dr. Cornelia B., 344 Bedford Ave.,  
 Buffalo 16  
 Robertson, John W., Bellerose School, Floral  
 Park  
 Robinson, Mrs. Aileen W., Edgewood School,  
 Scarsdale  
 Rockenbauer, Addie, Junior High School 126  
 Queens, 31-51 21st St., Long Island City  
 Roden, Alice, 444 E. 58th St., New York 22  
 Rodwell, Mrs. Rose M., Yates School, Schenec-  
 tady 8  
 Roe, Jennette G., School 18, 43 Bertha St.,  
 Albany  
 Rogers, William R., Elementary Schools, Bay  
 Shore  
 Romano, Joseph J., Springs Grade School,  
 East Hampton  
 Ronci, Rose M., 465 W. 23rd St., New York 11  
 Ronnei, Herman L., Junior High School,  
 Valhalla  
 Rosen, Frances A., Elementary School, East  
 Aurora  
 Ross, Helen E., 75 Graffing Pl., Freeport  
 Rothman, Harry I., School 87, 361 Amsterdam  
 Ave., New York 24  
 Rubin, Abraham, 601 Metropolitan Ave., Staten  
 Island 1  
 Ruddy, Anne G., 123 Craig Ave., Mt. Vernon  
 Rutherford, Kenneth L., Supt. of Schools,  
 Monticello  
 Saggese, Peter R., 664 Sweet Home Rd.,  
 Eggertsville  
 Saindon, Roy J., Medford Avenue School,  
 Patchogue  
 St. John, Ruth T., Plains School, Oneonta  
 St. Mary, Maurice E., Cattaraugus Indian  
 Schools, Gowanda  
 Salisbury, Harley E., 709 City Hall, Buffalo 2  
 Salpeter, Matilda W., School 144, 430 Howard  
 Ave., Brooklyn 33  
 Sands, Eugenie C., 220 81st St., Brooklyn  
 Saum, Elizabeth, School 95 Queens, Jamaica 3  
 Scala, Rose E., 3222 Broadway, New York 63  
 Schaefer, William O., Elementary School, Tap-  
 pan  
 Schattler, Mrs. Ruth, School 9, 466 West End  
 Ave., New York  
 Schem, Paul W., Jackson School, Hempstead  
 Schermethorn, Eleanor M., Riverside School,  
 Port Jervis  
 Schlueter, Edith B., School 70, 30-45 42nd St.,  
 Long Island City 3  
 Schnaars, Mrs. Florence J., Valley Cottage  
 Schoeneck, Elizabeth, Danforth School, 220  
 W. Kennedy St., Syracuse 5  
 Schoenfeld, Theodore, School 25 Bronx, 149th  
 St. and Union Ave., New York 35  
 Schreiber, Herman, 80 Clarkson Ave., Brook-  
 lyn 26  
 Schroeder, Emma, 187-39 121st Ave., St.  
 Albans  
 Schultz, Frederick, 346 N. Park Ave., Buffalo  
 16

Schwartz, Elizabeth, 939 Harvard St., Roches-  
 ter 10  
 Seiberger, Statira, 111 Fifth Ave., Watervliet  
 Seifried, Dorothy A., School 89, Lattimore  
 Rd. and Norfolk St., Rochester  
 Shack, Jacob H., Junior High School 49  
 Bronx, 149th St., New York 38  
 Shapiro, Mrs. M., 214, 1944 Pitkin  
 Ave., New York  
 Shea, Mrs. Thomas M., School 131 Queens,  
 84th Ave., Jamaica  
 Shean, Mary, School 10, Ed. Tarrytown  
 Sherris, Harry, School 11, Ed. Tarrytown  
 Sherwood, Mae, 1502 E. 8th St.,  
 Shutt, Mrs. Ida S., 42 Ch...  
 Schmalenbourg, Ella, 130 ...  
 Buffalo  
 Smith, Florence A., Tarrytown Avenue School,  
 Oceanside  
 Smith, Henry A., 278 Ashbury Ave., Westbury  
 Smith, Homer I., 9 Landburgh St., West  
 Hempstead  
 Smith, Paul E., 965 N. Goodman St., Roches-  
 ter 9  
 Smith, Ray W., School 43, 161 Pennington St.,  
 Buffalo  
 Snapp, Jennie F., Washington School, Endicott  
 Sobolewski, Anita B., 2496 LaSalle Ave., Nia-  
 gara Falls  
 Soava, Kenneth J., Lakeside School, Spring  
 Valley  
 Spacht, Charles A., Mayflower School, New  
 Rochelle  
 Spencer, Carl F., 113 Gabriel Ave., Franklin  
 Square, I. I.  
 Spillane, Katherine, 98 Brookfield Rd.,  
 Rochester 10  
 Spiro, Marcus, School 91 Bronx, 162nd St.  
 and Aqueduct Ave., New York 35  
 Spry, Mrs. Ella K., School 81, 140 Tacoma  
 Ave., Buffalo  
 Staturger, Mrs. Sarah H., School 19, 216  
 E. 124th St., New York 35  
 Sterl, Mary F., School 149 Queens, 93rd St.  
 and 34th Ave., Jackson Heights  
 Stiles, Ellamar L., Box 273, Gouverneur  
 Stiles, Ethel Mead, Jackson Heights Elementary  
 School, Glens Falls  
 Stiles, Mrs. ... M., 11 Madison Ave.,  
 New York  
 Stiles, Mrs. ... The Children's Village,  
 Dobbs Ferry  
 Sullivan, Lois A., Lakeville School, Great  
 Neck  
 Sutherland, Annie, School 71, 188 Seventh St.,  
 New York  
 Sutherland, Hattiebel, 425 S. Park Ave.,  
 Buffalo 4  
 Sutton, Gertrude, 19 S. Broadway, Tarrytown  
 Swannie, Mrs. Evelyn H., 376 Urban St.,  
 Buffalo 11  
 Swanson, Vivian C., McKinley School, Glovers-  
 ville  
 Swift, Charles B., 21 Chateau Ter. E., Snyder  
 Taber, Marjorie, 80 Thurston Rd., Rochester 11  
 Tatum, Helen Clare, 78 Sixth Ave., Troy  
 Terrell, Mrs. Madeline H., 46 River Ave.,  
 Patchogue  
 Theresa, Sister Marie, 343 W. 42nd St., New  
 York 18  
 Thiel, Mary M., Warren Street School,  
 Johnstown  
 Thiele, Richard G., School 24, 900 Neiga St.,  
 Rochester 7  
 Thomas, M. Josephine, Greer School, Hope  
 Farm  
 Thomas, Ralph E., Selden  
 Thomas, Rufus G., 138 Hartford St., Syracuse  
 Tierney, Mrs. Virginia W., 100 Pelham Rd.,  
 New Rochelle  
 Titus, Charles L., Toddville School, Peekskill

Tobin, Dorothea, 73-12 35th Ave., Jackson Heights  
 Topping, Eva Z., 199 Bleeker St., Gloversville  
 Townsend, Mrs. Mildred W., 425 E. 86th St., New York 28  
 Traphagen, Martin H., 39 Parkway E., Mt. Vernon  
 Tucker, Carolyn E., 50 Howard Ave., Valhalla  
 Upercraft, Milton J., Rt. 1, Camillus  
 Updyke, Floyd S., Townson School, 145 Midland Ave., Rochester 5  
 Van Campen, Merritt S., Woodlawn School, Schenectady  
 Van Stone, I. Foster, Grammar School, New City  
 Van Wie, Mrs. Ethel K., 108 Stevens Pl., Syracuse 10  
 Ver Hage, Thomas J., 74 W. Fifth St., Corning  
 Vett, John G., Jr., Van Cortlandt School, Croton-on-Hudson  
 Vioni, Gladys, North Roslyn School, Roslyn  
 Vlymen, Henry T., School 81 Queens, 559 Cypress Ave., Brooklyn 27  
 Volklinger, Irene F., Gardnertown School, Newburgh  
 Waite, Edna A., 395 Clinton Ave., Brooklyn  
 Walsh, Herbert S., School 30, Fiske Ave., Staten Island 2  
 Walter, Ralph, Trinity School, New Rochelle  
 Wamsley, Paul, 101 Hertel Ave., Buffalo 7  
 Warner, Stanley F., 87 Prospect Ave., Cedarhurst  
 Warren, Charles L., Mamaroneck Avenue School, Mamaroneck  
 Waterbury, John H., Hampton Street School, Mineola  
 Wayman, Edith A., School 5, Oceanside  
 Webb, Everett S., 33 N. Washington Ave., Hartsdale  
 Webster, George W., 486 Washington Highway, Snyder  
 Weinberger, David, School 181, 1023 New York Ave., Brooklyn 3  
 Weis, Helen, School 45, 402 Auburn Ave., Buffalo 13  
 Weiss, Max J., 4627 Kings Highway, Brooklyn 3  
 Wentworth, Mrs. Ethna, Box 202, Silver Creek  
 Wexler, S. David, 294 Brooklyn Ave., Brooklyn 13  
 Whittaker, Florence, School 13, 81 Hickory St., Rochester 7  
 Wiedemann, Frank J., 1215 Tonawanda St., Buffalo 7  
 Wilde, Mrs. Josephine Reddy, 156 Clarkson Ave., Brooklyn 26  
 Wiley, James F., Supvg. Prin., Endwell  
 Willey, Grace E., 3240 Union St., North Chili  
 Williams, Allan J., 2060 Bailey Ave., Buffalo 11  
 Williams, Kathryn G., Ransomville  
 Wilson, Ruth A., Cleveland Hill School, Buffalo 21  
 Winston, Robert D., 101 Pelton Ave., Staten Island 10  
 Wintish, Mary E., School 1, 85 Hillside Ave., Rochester 10  
 Wolf, E. Jane, 132 Bouck St., Tonawanda  
 Wollin, Dorothy, 52 Clark St., Brooklyn 2  
 Wollin, Maurice, Prescott School, 31 New York Ave., Brooklyn 16  
 Woodford, Mary W., Riverside School, Rockville Centre  
 Wylie, Anna, 2223 Whitney Ave., Niagara Falls  
 Yensan, Frances M., Dist No 3 School, Niagara Falls  
 Yotk, Arthur C., Eggertsville School, Eggertsville  
 Youker, Bliss J., 224 Sterling Ave., Buffalo 16  
 †Young, Dr. William E., Dir. Div. of Elem

Educ., State Education Dept., Albany 1  
 Zimmerman, Julius, School 25, 787 Lafayette Ave., Brooklyn

## NORTH CAROLINA

Alexander, Hattie, Elizabeth School, Charlotte  
 Alston, Flossie, 808 E. Lee St., Greensboro  
 Ancrum, Boyd L., Holland School, Rocky Mount  
 Anderson, A. H., Kimberley Park School, Winston-Salem  
 Anderson, Mrs. E. R., 323 Beatty Ford Rd., Charlotte 2  
 Baker, Mrs. Katherine J., Battle School, Rocky Mount  
 Ballard, C. A., Eugene Rankin School, Asheville  
 Beavers, Sallie L., 813 Second St., Durham  
 Blackwelder, Mac, Fayetteville Street School, Asheville  
 †Blakeslee, E. R., 818 Market St., Wilmington  
 Blankenship, Ursula, Dilworth School, Charlotte 3  
 Booker, Imogene, Coltrane Hall, Roanoke Rapids  
 Boone, Mrs. Vivian E., Maffitt Village School, Sec. B, Wilmington  
 Postian, Annie E., 328 E. Bank, Salisbury  
 †Brimley, Ralph F. W., Co. Supt., Court House, Winston-Salem  
 Brunson, Grace, City Schools Office, Winston-Salem  
 Burch, Mrs. Eva H., 317 E. Boulevard, Charlotte  
 Byers, Walter G., Fairview School, Charlotte  
 Cameron, Julia Lee, Wadesboro  
 Carpenter, T. D., 1300 Raleigh Rd., Rocky Mount  
 Chatfield, Margaret, Brentwood School, High Point  
 Cheatham, Ida May, Elementary School, Weldon  
 Cheek, N. A., 2213 Fayetteville St., Durham  
 Clary, W. C., Children's Home School, Winston-Salem  
 \*Coe, Mrs. Verta I., 219 Hillcrest Dr., High Point  
 Cornwell, Laura, 116 Grover St., Shelby  
 Cowan, T. W., 909 Douglas St., Greensboro  
 †Cox, Herbert R., Rt. 1, Box 103, Seagrove  
 Daniels, M. M., Sallie Barbour School, Wilson  
 Danyus, F. R., West Street School, New Bern  
 \*Dowtin, Louise, William Street School, Goldsboro  
 Durante, Spencer E., Olive Hill School, Morganton  
 Edwards, Charles T., 312 Highland Ave., Rocky Mount  
 Eggleston, Mary E., South Park School, Winston-Salem  
 Fitzgerald, Ruth, 308 S. Aycock St., Greensboro  
 Fogleman, Mrs. Brown, 400 S. Park Ave., Burlington  
 Foy, Mrs. Mabel A., 126 Granite St., Mount Airy  
 Frederick, Mrs. Nannie J., 308 S. Virginia St., Goldsboro  
 Freeman, Allie, Walnut Street School, Goldsboro  
 Fullilove, Agnes, 600 E. Fifth St., Greenville  
 Garriss, Thelma, 739 Roanoke Ave., Roanoke Rapids  
 Gaylord, Tommie M., Monticello School, Brown Summit  
 Glover, Viola, 1916 Roanoke Ave., Roanoke Rapids  
 Gorham, Fannie, 702 Eastern Ave., Rocky Mount  
 Greenlee, Mary M., Box 236, Mooresville

# LIST OF MEMBERS

(North Dakota) 307

Griggs, Harry K., Box 120, Reidsville  
 Grist, J. W., Supt. of Elem. Educ., Wilmington  
 Haden, H. W., 30 Park Ave., Asheville  
 Harney, Hattie M., 400 W. Main St., Elizabeth City  
 Harper, James A., Box 121, Kingston  
 Hartsell, W. W., Woodrow Wilson School, Kannapolis  
 Hauser, Mrs. G. C., Box 449, Mount Airy  
 Hearne, Clara, Box 68, Roanoke Rapids  
 Heim, Katherine, Lincolnton  
 Hobgood, Scotia S., 702 N. College St., Kingston  
 Hollowell, Ozene B., South End School, Reidsville  
 Howell, John T., Appalachian Demonstration School, Boone  
 Hunt, Lucille, 201 E. First St., Kannapolis  
 \*Jamison, Florence, 908 W. Fourth St., Charlotte  
 Johnson, Elveda, 434 Arlington St., Greensboro  
 Johnson, Mrs. R. F. J., 904 Carrick Ave., High Point  
 Jones, Mrs. Almonte, Box 353, Hendersonville  
 Kirkpatrick, Lucile, Colonial Dr., Thomasville  
 Leach, Marian M., Box 291, Burlington  
 Lee, Mrs. Rita H., 198 Asheland Ave., Asheville  
 Lewallen, Mrs. Inez, Box 25, Asheboro  
 Lindsay, Etta Mildred, Box 149, Lexington  
 Lofin, Donna Lee, 920 Sunset Ave., Asheboro  
 Looper, Thomas L., Box 1335, Gastonia  
 \*Lowrance, Annie Laurie, Fairview School, Winston-Salem 5  
 MacArthur, Mrs. Charles N., 211 Oakridge Ave., Fayetteville  
 Mason, V. C., Laurel Hill School, Laurel Hill  
 Mayberry, Lillian, Erlanger  
 McAllister, R. Brown, Supt. of Schools, Concord  
 McBan, H. B., Hillcrest School, Burlington  
 McCartha, Carl W., Educ. Dept., Woman's College, University of North Carolina, Greensboro  
 McConnell, Thomas L., 42 Tacoma St., Asheville  
 McCoury, Zelzah, Consolidated School, Banner Elk  
 McCulloch, Mary W., Proximity School, Greensboro  
 McDearman, Bessie, 605 Sunset Ave., Rocky Mount  
 McDonald, Crummell Howe, 301 Queen St., Wilmington  
 McIntyre, Kate A., Central School, Laurinburg  
 McIver, William B., Gillespie Park School, Greensboro  
 McKee, Dr. W. J., 319 Pittsboro St., Chapel Hill  
 McNairy, Carolyn, Irving Park School, Greensboro  
 McNairy, Ethel, 506 Arlington St., Greensboro  
 McNinch, Mattie, 411 E. 34th St., Charlotte  
 Medlin, Luther, Central School, Greensboro  
 Merritt, Mrs. R. A., 1400 Spring Garden St., Greensboro  
 Miller, Mrs. Essie R., 1116 N. Seventh St., Wilmington  
 Moore, Beulah D., 806 S. Poplar St., Charlotte 2  
 Nance, Lillian, Box 542, Red Springs  
 Nelson, Mrs. Emma Orr, Edgewille School, Greensboro  
 Nixon, C. B., Rt. 2, Box 111, Durham  
 Norman, Blanche, Burton Grove School, Teaksville  
 Oehler, John S., 304 Central Dr., Kannapolis  
 Owen, Alma H., Cecil School, Lexington  
 Page, Mary A., 620 W. Jones, Raleigh  
 Parker, Mrs. B. C., Central School, Albemarle  
 Parker, T. A., 603 Linwood Ave., Durham

Pasler, Ivey, 1003 N. Main St., High Point  
 Peeler, A. H., 1003 Benson Rd., Greenville  
 Phillips, Carrie, Mulver School, Greensboro  
 Phillips, Dr. Ann B., University of North Carolina, Chapel Hill  
 Proctor, Mrs. Richard S., Belland School, Charlotte  
 Reid, Florence M., Box 120, Lexington  
 Reitzel, Mrs. Blanche S., Watula School, Rt. 1, Statesville  
 Reynolds, Albert S., Livingstone Street School, Asheville  
 Rogers, Mattie Belle, 200 Bowen St., Fayetteville  
 Rutledge, Sarah, 732 N. Center St., Statesville  
 Saxon, Mrs. Stella P., 701 Beattie Road Rd., Charlotte 2  
 Schouler, J. M., Lyon St., Durham  
 Shearin, Lillie R., Rocky Mount  
 Sherwood, Ann W., John School, Salisbury  
 Shipman, Mrs. Kathryn W., 337 Parkway, High Point  
 Snipes, Annie Herring, 1807 Cleveland St., Wilmington  
 Snowden, Mrs. Mabel C., Newton School, Asheville  
 Souders, Mrs. Floyd B., Central School, Fayetteville  
 Starnes, S. J., Hickory  
 Sutton, Mrs. Evelyn R., Box 523, High Point  
 Tait, Elizabeth, Coltrane Hall, Roanoke Rapids  
 Temple, J. A., 307 N. Main St., Sebens  
 Terry, Bessie, Box 103, Rockingham  
 Thayer, Floyd Yates, 307 Elm St., High Point  
 Teddy, Margaret, 128 E. Second Ave., Gastonia  
 Tollitt, Mrs. Rosa Johnson, Super City Schools, Statesville  
 Tollman, Rena, 612 Rue St., Hazlet  
 Tollman, T. C., Box 285, Rockledge  
 Turner, Reimue, Sherrill School, Statesville  
 Underwood, Mattle, 1700 Greenwood Ave., Raleigh  
 Vinson, Sadie, Heatine School, Wilson  
 Wahl, Francis, Box 402, Greenville  
 Wall, Mrs. Margaret Y., Springdale Ct., Greensboro  
 Washington, Booker T., Wilkinton Primary School, Wilmington  
 Watson, Mrs. Margie Martha, Aycock School, Greensboro  
 Wells, Mrs. Edwin L., Woodland School, Wilson  
 White, Cowan, Whittier  
 Williams, Mrs. Lillian B., 653 Bruce St., Winston-Salem  
 Williams, Malcolm D., Box 1111, Durham  
 Woods, Mrs. Gladys Davis, Greensboro  
 Worth, L. L., 310 Corona St., Winston-Salem  
 Young, Lucile, 410 D St., North Wilkesboro  
 Yount, M. E., Supt., Alamance Co. Schools, Graham

## NORTH DAKOTA

Anderson, O. S., Horace Mann School, Fargo  
 Brandt, Iva, 449 Ninth Ave. S., Fargo  
 \*\*Brown, R. D., 911 13th St. S., Fargo  
 Conklin, Ethel M., 1001 Ninth Ave. S., Fargo  
 Eminger, H. J., Imervon Smith School, Fargo  
 Gussner, William S., Supt. of Schools, Jamestown  
 Hanson, Signe, Woodrow Wilson School, Fargo  
 Hartney, Eleanor M., 901 Eighth St. S., Fargo  
 Immetz, Gertrude, Box 934, Minot  
 Hobben, Clara H., 902 Eighth St. N., Fargo  
 Redman, Mabel M., Washington School, Grand Forks  
 Stevenson, Adeline, Clara Burton School, Fargo

## OHIO

- Adams, Mrs. Jennie, 1136 Copley Rd., Akron 2  
 Adams, Mina L., 537 E. Buchtel Ave., Akron  
 Adel, Mrs. Edna Petrill, Smithplace, Groveport  
 Alderman, Lovira, 654 Mahoning Ave., Warren  
 Allen, Cora F., 872 S. Champion Ave., Columbus  
 Althoff, A. E., Box 309, R.D. 3, East Akron 6  
 Aloysius, Sister, St. Martin School, St. Martin  
 Anderson, Mrs. Stella, 101 Mills Ave., Wyoming  
 Andrix, Edith, 2579 Queenston Rd., Cleveland Heights  
 Applegate, Earl H., 2945 Lischer Ave., Cincinnati 11  
 Arbuckle, Daisy V., 1130 Addison Rd., Cleveland  
 Arey, Essie, 7309 Van Kirk Ave., Cincinnati  
 Armstrong, W. Thomas, Boone School, Lorain  
 Ash, Beulah M., 2049 Cornell Rd., Cleveland  
 Bailey, Enola, 26908 Detroit Rd., Westlake  
 Baker, Emily V., Miami University, Oxford  
 Barber, Grant W., Rt. 5, Lima  
 Barr, Warren T., Chaney School, Youngstown 9  
 Baumgardner, Mrs. Irene, Harris School, Akron 10  
 Beeghly, Mrs. Sue Seybold, 1833 Auburn Ave., Dayton 6  
 Bensing, Mrs. Marjorie R., Irving School, 400 Millard Ave., Toledo 5  
 Bertermann, Helen A., 1339 Cryer Ave., Cincinnati  
 Beverly, Mrs. Mary Louise, Spicer Demonstration School, 382 Carroll St., Akron 4  
 Bevington, Rachel, 14237 Athens Ave., Lakewood 7  
 Biehl, George H., R.D. 1, Louisville  
 Binewsky, Jennie, 1940 E. 82nd St., Cleveland 3  
 Bishop, Bertha G., Newbury School, Toledo  
 Bixler, Lorin E., Muskingum College, New Concord  
 Blanchard, Mrs. Cornelia, Wayne School, Williamsfield  
 Blauser, W. W., 180 Raleigh Ave., Mansfield  
 Blosser, Noah O., 104 Waverly Pl., Lorain  
 Boardman, Ruth, West School, Delaware  
 Bonfield, Q. Louise, 17605 Kinsman Blvd., Shaker Heights 20  
 Borden, Ruby Lynn, 600½ Pleasant Ridge Ave., Bexley 9  
 Boys, Charlotte, 3215 W. 82nd St., Cleveland  
 Bradley, Helen, 2401 Salutaris, Cincinnati  
 Brandt, Hazel M., 2636 Green Rd., South Euclid 21  
 Brashear, Doris M., 609 Spring Ave., Steubenville  
 Brobst, William E., M C 30, Damon Ave., Warren  
 Brown, Alice, 735 Linwood Ave., Youngtown 7  
 Brown, Margery J., Bethesda  
 Brucker, Harvey, Supt. of Schools, Marion  
 Bunnell, George L., Tower Avenue Schools, St. Bernard 17  
 tBurbank, Nelson L., 5735 Wintrop Ave., Cincinnati  
 Buzard, Helen C., Butler School, Youngstown 2  
 Cabot, Michael L., 411 Youngstown Rd., Poland  
 Caldwell, Maud, 130 Rice St., Alliance  
 tCallahan, C. O., 70 E. Olentangy St., Columbus 2  
 Callow, Harriet T., 70 N. Broadway, Akron  
 Campbell, Bess M., 3375 Glenwood, Toledo 10  
 Carnicom, Herley O., 4840 Turner Rd., Cleveland 5  
 Carpenter, Mildred F., Grant School, Fairview 2-13  
 Case, Mary E., 21540 Detroit Rd., Rocky River  
 Cassley, Mrs. Ethel R., 202 Twin Oaks Rd., Akron  
 Cave, Mrs. Julia D., 54 Chestnut Ave., Wyoming  
 Chamberlin, Ruth, 327 Newell St., Barberton  
 Chambers, Grace E., 202 Rosalind Pl., Toledo 10  
 Chapman, Frieda F., Youngstown College, Youngstown 2  
 Cheney, Olive T., Franklin School, Elyria  
 Chinn, Jean T., 17 Englewood Ct., Toledo 6  
 Christopher, C. A., Washington School, Youngstown 9  
 Clark, Jesse M., 87 Western Ave., Mansfield  
 Cleaver, C. B., Norwood View School, Norwood 12  
 Cleland, Lillian A., 2444 Lee Rd., Cleveland Heights 18  
 Clemson, Mary W., Open Air School, Columbus  
 Clendenen, Bertha, Caledonia School, East Cleveland  
 Clinger, Inez M., 349 Cole Ave., Akron 1  
 Collins, J. M., East State Street School, Fremont  
 Conger, J. A., East School, Delaware  
 Cooper, Elva, The Plains  
 Coseo, Lucille V., Siebert Street School, Columbus  
 Cox, Clarence W., Portage Junior High School, Barberton  
 Cram, Mrs. Le Vieve, Broad Street School, Cuyahoga Falls  
 Cummins, Harriett K., 225 W. South St., Sidney  
 Daly, Margaret M., 4053 W. Eighth St., Cincinnati 5  
 Daus, Ethel M., Bolton School, 2100 E. 90th St., Cleveland  
 Davis, Paul M., 20 Churchill Rd., Girard  
 Deublin, Anna F., Case School, 1535 E. 40th St., Cleveland 3  
 De Vilbiss, Opal, 7 Maple St., Trotwood  
 Dietz, Florence A., 1207 Edwards Ave., Lakewood 7  
 Dill, Clara E., 1404 Willshire Rd., South Euclid 21  
 Dittmore, James A., 1535 Parkgate, Akron 13  
 Divelbiss, C. A., Woodland School, Mansfield  
 Dobbins, Anne M., Betty Jane School, Akron  
 Doebler, Carl F., Gunckel School, Toledo  
 Dyer, Hortensia, Avondale School, Columbus 4  
 Earl, Mrs. Rhea W., Rt. 1, Lima  
 Edmunds, Catherine, 419 Fairgreen Ave., Youngstown 4  
 Eldredge, Myrtice B., Waverly School, 1925 W. 58th St., Cleveland 2  
 Eldridge, Amy, Bancroft School, Youngstown  
 Ellis, Homer C., Supt. of Schools, Norwalk  
 Imde, John M., 846 Storer Ave., Akron 2  
 Essman, Lillian, Stanton School, New Boston  
 Etter, Ralph A., Rt. 1, Box 571, Dayton  
 Evans, Edith M., Chesterfield School, Cleveland 8  
 Everett, Ruth M., 1307 Newton Ave., Dayton 6  
 Everhart, Frances E., Lomond School, Shaker Heights  
 Everitt, D. N., Dale Park School, Mariemont 27  
 Fairbanks, James W., 153 E. Boston Ave., Youngstown 5  
 Fealy, Milo A., 453 N. River St., Franklin  
 Fennell, Mrs. Bertha A., 3305 Tullamore Rd., Cleveland Heights  
 Fifer, Emil N., R.R. 10, Box 354-A, Dayton 9  
 Finney, Mary H., Schumacher School, Akron  
 Fisher, Dorothy I., 802 Park Ave. S.W., Canton 6  
 Flessa, Herbert L., 3016 Verdun Ave., Cincinnati 11  
 Forbes, Edith I., Columbia School, Salem  
 Force, Emma M., 70 N. Main St., Kuttama

# LIST OF MEMBERS

(Ohio) 309

Ford, Ethel M., 2437 Maple Ave., Zanesville  
 Foss, Harold D., 875 Hamlin St., Akron  
 Foster, S. L., Madison School, Youngstown  
 Frahm, Olive M., 362 Piedmont Rd., Columbus 2  
 Francis, Sister Helen, 7916 Broadway, Cleveland 5  
 Franklather, Harry, 342 Oxford Ave., Elyria  
 Franz, George F., 109 W. McMillan, Cincinnati  
 Frederick, L. E., Huffman School, Dayton 3  
 Freiche, Geraldine, Parma 9  
 †Gabriel, Florence, Vice-Pres., Dept. of Elem. School Prin., Natl. Educ. Assn., Malvern School, Shaker Heights  
 Gates, Fern R., Roosevelt School, Elyria  
 Gericks, Meta, 2613 Natchez Ave., Cleveland  
 Gilbert, Lee R., 1520 Chardon Rd., Euclid 17  
 Gillilan, Fredia M., 110 E. Sharon Ave., Glendale  
 Goodrich, J. R., R.R. 10, Box 806 B, Dayton 9  
 Goodyear, Harriet L., 30612 Westlake Rd., Bay Village 16  
 Gorman, Clara, Harper School, 5515 Ira Ave., Cleveland  
 †Graham, Florence M., Murray Hill School, Cleveland 6  
 Gregg, Philomen H., Pearl Street School, Marion  
 Gresham, Abbie, Washington School, Niles  
 Griffith, Ruth M., School of Educ., Miami University, Oxford  
 Griffiths, Ethel, 2095 Northland Ave., Lakewood 7  
 Gross, Kathryn W., Noble School, Tiffin  
 Grund, Mildred, Lake Shore Boulevard School, Mentor  
 Guilfoile, Elizabeth, 12th District School, Eighth and Melvin Sts., Cincinnati  
 Golden, William, 50 S. Roys Ave., Columbus 4  
 Haas, Edna G., 235 Luck Ave., Zanesville  
 Hadley, Robert G., Neapolis  
 Hall, H. Paul, Travel Letters, Delaware  
 Hantborn, Alice, 45 E. 212th St., Euclid 19  
 Harris, Edward O., Grant School, East Liverpool  
 Harry, Dr. David P., Jr., Graduate School, Western Reserve University, Cleveland  
 Hartung, Gertrude R., Barker School, Sandusky  
 Hasemeier, Margaret E., 258 Senator Pl., Cincinnati 20  
 Hause, O. P., Rt. 6, Springfield  
 Hawk, Joseph M., 3900 Race Rd., Cincinnati 11  
 Hayes, George W., 1529 Lincoln Ave., Cincinnati 6  
 Heim, Lena I., 150 E. Fourth, Mansfield  
 Heiser, Bess M., 355 Cincinnati St., Dayton 8  
 Henes, Edna, Washington School, Hamilton  
 Henning, Vera, 2926 Rockwood Pl., Toledo 14  
 Henschen, Laura H., 1912 Merl Ave., Cleveland 9  
 Hess, Irene, Canterbury School, Cleveland Heights  
 Hickok, Jessie L., 408 S. Arch Ave., Alliance  
 Hohnhorst, Lillian E., 1452 E. 134th St., East Cleveland 12  
 Holcomb, Ernest A., Box 225, New Lexington  
 Holcomb, Ray D., 522 S. Main St., Wadsworth  
 Hopkins, Mrs. Ruth H., 802 Yeoman St., Washington Court House  
 Hostetter, John G., 216 Hamer St., Clyde  
 Howerton, Layton W., Colerain Twp. School, Cincinnati 31  
 Huene, Maynard L., 209 Indian Hollow Rd., Elyria  
 Idings, Dean, Lincoln School, Sebrin  
 Iley, Fern, Sheridan School, Youngstown  
 Iack, Mary E., Coventry Road School, Ch. Heights  
 Jacobs, F. Rudolph, 1406 Anderson Ferry Rd., Cincinnati

Jagot, Alma, 192 S. Ashland Ave., Akron  
 Jan 5  
 Jakubek, John Jay, 510 West Ave., Youngstown  
 Jarmett, Mary E., 118 Burton St., Youngstown  
 Jarmett, Paul F., 101 Cambridge Ave., Youngstown  
 Johnson, Anna F., Central School, Lakewood  
 Johnson, Mary F., 419 Piquette Rd., Akron  
 Jula  
 Johnson, Mrs. Wilhelmina F., Wadsworth School, Cleveland 4  
 Jones, Clara F., 4520 Clome Rd., Garfield 6  
 Jones, Leonard F., Parker Park School, Cincinnati 25  
 Justice, W. A., 6100 Chestnut St., Cincinnati 1  
 Keller, Verne F., 128 S. Fifth St., Newark  
 Keltner, Miss Fern T., 619 Melrose St., Hamden  
 Kennedy, Helen C., Medary Avenue School, Columbus  
 Keys, Mary F., 1119 Monahan St., Cleveland 6  
 King, Miss Christine, 2917 Ansonia Ave., Cleveland 6  
 King, Ella H., 1200 Manhattan Ave., Easton 6  
 Kingsborough, Hazel, 1427 E. 121st St., Parma 14  
 Kinkert, Mable L., 1444 W. 27th, Toledo  
 Kintzinger, F. J., 1111 E. 1st, Toledo  
 Kirkendall, E. R., Navarre School, Toledo  
 Kissel, Edward W., Bowman School, Mansfield  
 Klenemann, Sylvia N., Tott and Garfield School, Lakewood  
 Klopfer, Blanche, 1602 Lexington Ave., Parma 14  
 Kratochvil, Julia, 5115 Indiana Ave., Cleveland  
 Kuhn, Laura, 519 Main St., Toledo  
 Lake, Agnes, 5115 Euclid Heights Blvd., Cleveland Heights 10  
 Langrander, Corolla, Pickett School, Toledo  
 Laughhead, Beatrice, 1603 Hawthorn Rd., Columbus 8  
 Langland, Ethel L., 1495 W. 110th Ave., Columbus 8  
 Lee, Donald A., 12002 Lake Ave., Lakewood 7  
 Lee, Raymond A., 127 Heights-Ave., Athens  
 Leavengood, Dorothy, M. 1212 E. 1st, Cincinnati 1  
 Lightell, Mary F., 1118 Euclid Ave., Parma 14  
 Lincoln, Louise, Avondale  
 Isaac, Dr. Leonard F., Shute School, Euclid 26  
 Lisch, Adela M., 2719 Channing Rd., Cincinnati Heights  
 London, Agnes W., Oxford School, Cleveland Heights  
 Louis, Edythe, Field School, Fostoria  
 Lyons, Mary Emily, 2136 Lawrence Ave., Toledo 6  
 Lytle, Belle, 188 Highland Ave., Wadsworth  
 Madden, Lillian, 154 Greenwood Ave., Akron  
 Mahoney, Harold, 1315 Summit St., Toledo 11  
 Manchester, Lulu, 40 Virginia Ave., Dayton 10  
 Madris, Mrs. Verdena Fox, 147 N. Amherstville Rd., Dayton 5  
 Markowitz, Martha B., 2400 Hampshire Rd., Cleveland Heights 6  
 Martin, W. T., Mela School, 617 E. Third Ave., Cleveland 4  
 Martin, C. Lewis, 419 N. Bond, Lancaster  
 Martin, Elizabeth, 140 N. Main St., Oberlin  
 Martin, Oscar C., Oakley School, Cincinnati  
 Mathews, Mrs. Vera F., 112 Washington, Delaware  
 Matthews, Mrs. Ma H., 100 B-1st St., Chaguan Falls  
 †Mawell, W. I., 111 E. 12th St., Cincinnati  
 May, Laura M., 1111 E. 12th St., Cincinnati  
 McCall, J. J., 1111 E. 12th St., Cincinnati

- McCollough, R. D., Rt. 5, Mansfield  
 McCorkle, Olive, 521 N. Third St., Toronto  
 McCormick, Clara A., Arlington School, Lockland  
 McDougle, Ethel, 3776 W. 33rd St., Cleveland 9  
 McFadden, Agnes, 2285 Lamberton Rd., Cleveland Heights 18  
 McGaughy, Dr. J. R., Rt. 3, Mt. Gilead  
 McGregor, Mildred, 433 Wall St., East Liverpool  
 McGuire, Gertrude H., 1835 Belmont Rd., East Cleveland  
 McKinley, Roy D., Fredericktown  
 McKinsey, Henrietta, Box 147, Ashtabula  
 McLain, Goldie G., 312 La Tourette St., Marion  
 McLaren, Mrs. Mae, 2473 Overlook Rd., Cleveland Heights  
 Means, Fenton C., Central School, Mingo Junction  
 Meehan, M. Jeannette, 1536 Lewis Dr., Lakewood  
 Metts, D. E., 310 E. 216th St., Euclid 19  
 Miltzer, Edith M., Auburndale School, Toledo 6  
 Miller, C. I., Garfield School, Cincinnati  
 Miller, Loren V., 209 E. Hobart Ave., Findlay  
 Miller, Rose E., 5233 Wilmington Pike, Dayton  
 Mizer, Lloyd E., Rt. 2, New Philadelphia  
 Mosler, Winton L., Hartwell School, Cincinnati  
 Mohme, Wilhelmine, 5240 Wilmington Pike, Dayton  
 Monroe, B. A., Box 292, Roseville  
 Monroe, Margaret, 262 N. Cooper, Lockland  
 Montgomery, Charles L., 157 S. Mulberry St., Chillicothe 3  
 Montgomery, Ora, Prospect School, Salem  
 Moomaw, F. R., 188 Bridge St., Chillicothe  
 Moore, Mrs. Rose W., 121 S. Main, Oberlin  
 Morgan, Edna, 2943 Berkshire Rd., Cleveland Heights 18  
 Morgan, Elizabeth, Stickney School, Toledo 11  
 Morrison, Janet, 24 N. Prospect St., Akron 4  
 Morrow, Marie, West School, Celina  
 Morton, Ralph, 1034 Nicklin Ave., Piqua  
 Muir, T. M., Vine School, Cincinnati 10  
 Mull, Ralph W., Rt. 3, Middletown  
 Muskopf, E. W., 7712 Harrison Ave., Cincinnati 31  
 Musser, J. B., Supt. of Schools, Middleburg  
 Mutch, Agnes M., 1393 E. 115th St., Cleveland 6  
 Neeley, Helen J., Central School, Berea  
 Neidhardt, Kathrine, 1370 Blount Rd., Rocky River 16  
 Norton, Catherine, 427 Rockingham, Toledo  
 Oersler, Hazel, Nathan Hale School, Toledo  
 Offeman, Kate M., Court House, Bowling Green  
 Ohlemacher, Helen E., 526 Hancock St., Sandusky  
 O'Neal, Harry E., Columbian School, Cincinnati 29  
 Palmer, Hazel, 185 E. Main St., Chillicothe  
 Park, Mrs. Helen, St. Clair School, Painesville  
 Partridge, Marian G., 519 Nottingham Ter., Toledo 10  
 Paul, Fred O., East Sparta  
 Penrod, W. Franklin, Highlands School, Cincinnati 2  
 Perry, Mrs. Sarah M., 2153 Dorr St., Toledo 7  
 Peters, Edith C., 3586 Avalon Rd., Cleveland 20  
 Pfeiffer, Emilie G., 1471 Arthur Ave., Lakewood 7  
 †Phillippi, Mrs. Dorothy P., 156 Southampton Ave., Columbus 4  
 Phillips, George A., 626 W. Fourth St., Cincinnati  
 Pittinger, Winifred, Harvard School, Toledo 9  
 Fullock, C. A., Clinton School, Columbus 2  
 Preston, F. M., Prospect School, East Cleveland  
 Probst, James H., 1836 Auburn Ave., Dayton 6  
 Putnam, Mrs. Grace M., 164 Park Ave E., Barberton  
 Quirk, William A., Heberle School, Cincinnati 14  
 Rader, Forest L., 802 Heyl Ave., Columbus 6  
 Ranft, Aleda V., 12505 Edgewater Dr., Lakewood 7  
 Rebert, Ruth E., 255 E. Midlothian Blvd., Youngstown  
 Renfrow, O. W., Whittier School, Cincinnati 5  
 Retallick, Van B., Sharpsburg School, Norwood  
 Reynolds, Carl, 18 E. Maple Ave., New Concord  
 Rhodes, Anna, 313 Federal Ave., Massillon  
 Rider, Bess D., 1387 Willshire Rd., South Euclid 21  
 Riffell, Orville F., Rt. 1, Clayton  
 Rist, H. D., Box 137, East Liverpool  
 Ritchie, Mrs. Lucile A., Jefferson School, Lima  
 Robertson, Janet, Cleveland School, Youngstown 7  
 Robinson, Glen L., Hedge School, Mansfield  
 Robinson, Ruth Mills, 8915 Hough Ave., Cleveland  
 Roemer, Kathryn, 830 Western Ave., Zanesville  
 Rook, Margaret Lou, 65 W. Tallmadge, Akron 10  
 Roth, Anna M., 2749 Wicklow Rd., Shaker Heights  
 Roweton, John M., 105 N. Hedges St., Dayton  
 Rowley, Mrs. Ruth, Woodworth Ave., Painesville  
 Ruh, Glenn R., Osborne School, Sandusky  
 Ruhlman, Brother Francis H., Albert Emanuel Library, University of Dayton, Dayton  
 Ruhmschuessel, Mrs. Alma E., 429 Kenilworth Ave., Dayton 5  
 Rupel, Maude L., 506 W. Norman Ave., Dayton  
 Russell, Mrs. Jessie N., Rt. 4, Box 318-FF, Toledo 9  
 Rylander, Martha O., 185 Harcourt Dr., Akron 2  
 Santrock, Nora, 84-92 19th, Barberton  
 Sattler, Wilhelmina F., Strongsville  
 Savage, Elton, Reynoldsburg  
 Schaaf, Leonora, 116½ Glenwood Rd., Rossford  
 Schafer, Wilda, Patterson School, Dayton  
 Scharf, John E., First Street School, Warren  
 Scheuermann, Alfred A., 452 Fairview Pl., Cincinnati 19  
 Schilfarth, Bertha J., Lincoln Park School, Columbus 7  
 Schmelter, Alice, Orange School, Chagrin Falls  
 Schmidt, Mrs. Marie, 301 Harrison Ave., Hamilton  
 Schuh, Bell, 2104 Brookdale Rd., Toledo 6  
 Scott, Clyde R., Ottawa Hills School, Toledo 6  
 Scott, Margaret H., 1023 Bunker Hill Rd., Ashtabula  
 Sellers, Mrs. Hazel Pruitt, 25 Adelford Ave., Akron 10  
 Shaffer, Dorothy E., Madison School, Sandusky  
 Shankland, Alan, Mentor Village School, Mentor  
 Sharpnack, Natalie, 408 Fair Ave., Salem  
 Shepherd, G. C., Louisville  
 Shumaker, Mrs. Laura S., 602 N. Market St., Galion  
 Siddall, Judson C., 4229 Willys Parkway, Toledo 12  
 Siegel, William, 146 Bennett Ct., Geneva  
 Sigworth, Ina, 559 Liberty St., Conneaut  
 Simpkins, Gladys, 302 E. State St., Athens



# LIST OF MEMBERS

(Oklahoma) 311

Singer, Beatrice E., 1222 W. Waterloo Rd., Akron 14  
 Skelly, Edna M., 3291 F. 140th St., Cleveland 20  
 Smith, Dorothy E., 491 Reilly Ave., Salem  
 Smith, Harold K., 1129 E. State St., Salem  
 Smith, John H., 3847 Drakewood Dr., Cincinnati  
 Snyder, George R., Arps Hall, Ohio State University, Columbus 10  
 Snyder, John W., Fairview School, Cincinnati  
 Snyder, Mary Helen, 108 F. Park Ave., Hubbard  
 Snyder, Ruth Stella, 710 Neil Ave., Columbus 8  
 Snyder, Troy A., Grant Junior High School, Steubenville  
 Speaker, Grace, North Mentor School, Mentor  
 Spence, A. Marie, 1908 Hampton Rd., Rocky River  
 Spuller, Minnie J., 22 Rhodes Ave., Akron 3  
 Stauffer, Margaret, 923 Beall Ave., Wooster  
 Stevens, W. E., Monroe School, Youngstown 2  
 Stewart, Ethelyn, 2095 Stillman Rd., Cleveland Heights 18  
 Stoneman, Nora C., Lincoln School, Wickliffe  
 Stout, M. R., Rt. 1, Curtice  
 Struble, Dorothy, Box 328, Willoughby  
 Stull, Letha M., 2332 Edgerton Rd., Cleveland  
 Sullivan, Ellen F., 42 Belvidere Wav., Akron  
 Swearingen, J. F., 3169 Sunset Blvd., Steubenville  
 Swickard, Ethel, 1521 Ridge Ave., Steubenville  
 Tannehill, Eleanor F., Grant School, Zanesville  
 Tarruther, E. M., Miami University, Oxford  
 Taylor, George W., Prospect Street School, Mansfield  
 Teeters, Ruth C., 531 Columbus Ave., Washington Court House  
 Terrill, Maymie L., 2489 Overlook Rd., Cleveland Heights  
 Terry, D. C., Box 11, Jasper  
 Thomas, Crilla Belle, Iris Brook Farm, Colons  
 Thomas, Esmond, 1025 Keystone Blvd., Akron 7  
 Thornton, Charles A., Moreland School, Shaker Heights 20  
 Thuma, Betty, Rt. 2, Fredericktown  
 Toepfer, Carl W., Glenwood School, Toledo 10  
 Tole, Isabel, 48 W. Parkwood Dr., Dayton  
 Trece, Milo K., 616 College Ave., Postonia  
 Trneny, Mary E., 3470 W. 17th St., Cleveland 9  
 Tucker, Ethel M., 2637 Northwood, Toledo  
 Ullium, Helen, 11709 Lake Ave., Lakewood  
 Urbanski, Luella, 2134 Dority Rd., Toledo 7  
 Van Gorder, Henry H., 510 1/2 Arden Pl., Toledo 5  
 Van Wagner, Mrs. Ruth, Clearview School, Lorain  
 Vaupel, Jean C., Seguin School, Cincinnati 14  
 Vermillion, Kenneth R., 15315 Plymouth Pl., East Cleveland  
 Viets, Vivian Vera, Elm Road School, Warren  
 Voldan, Edna F., 3191 W. 31st St., Cleveland  
 Walker, Hazel M., 2204 E. 79th St., Cleveland 3  
 Waggoner, Gladys V., 807 Euclid Ave., Toronto  
 Wagner, William S., 418 E. Dudley St., Maumee  
 Warnking, May, 4792 Rapid Run, Cincinnati  
 Warren, Clarence C., Bond Hill School, Cincinnati 29  
 Watkins, Ernest J., 260 Kearney St., Cincinnati 15  
 Watson, Neal, East Mulberry Street School, Lancaster  
 Webb, A. Lucile, 3263 E. Scarborough, Cleveland Heights 18

Webb, Mrs. Lenore B., Village School, Somerville  
 Weimer, Karl J., 443 Reed Ave., Akron 1  
 Wells, Bruce F., 21441 Kennison, Toledo 10  
 Wellner, E. P., 419 F. Atchwood, Akron 1  
 West, W. M., McKinley School, Xenia  
 Whitaker, Telford A., 1032 N. Reed Rd., Cincinnati 24  
 White, Margaret L., 1800 F. 44th St., Cleveland 14  
 White, Margaret M., 1506 Ludgate Rd., Shaker Heights  
 Whiteman, Mary, 1102 N. Union St., Postonia  
 Wilbur, Ralph C., Witham Junior High School, Cincinnati 8  
 Wiley, Alice, 441 E. 106th St., Cleveland 3  
 Will, Montgomery, Lincoln School, Lakewood  
 Williams, Ruth L., Jane Adams School, Dayton 7  
 Williamson, Marian, 627 Far Hills Ave., Dayton 9  
 Wilson, A. W., Lakemore School, Lakemore  
 Wilson, J. C., 394 Grand Ave., Akron 2  
 Wilson, J. C., 1701 Hurd St., Toledo 3  
 Wilson, J. C., West North School, Canton 3  
 Wood, Mrs. Hope, Maumee  
 Wright, Laura C., Columbus 8  
 Wright, Pearl M., Cincinnati  
 Xavier, Florence C., Cleveland  
 Yauch, Dr. Wilbur A., 42 Sunnyside Dr., Athens  
 York, Myrtle, Whittier School, Toledo 12

## OKLAHOMA

Annie, Pauline, Lowell School, Oklahoma City  
 Alexander, Floyd F., Box 406, Nowata  
 Anderson, Mrs. Smith, 444 N. Seventh St., Muskogee  
 Andrews, F. F., Box 115, Anadarko  
 Bagley, Mrs. Jessie W., 708 E. 17th St., Ada  
 Bailey, Lottie Mae, 602 S. 14th St., Chickasha  
 Bailey, Wella B., 311 S. Knoxville, Tulsa  
 Barr, Mrs. Florence M., Lincoln School, Stillwater  
 Benge, Mrs. Eva Lu, 216 F. Kansas, Walters  
 Bennett, Mrs. Grace R., 1201 N. Bath St., Oklahoma City 4  
 Berkey, Mildred, 602 E. Bridge St., Blackwell  
 Birkhead, Mrs. Nina, 6029 S. Walker, Oklahoma City  
 Blakeslee, Opal, 1201 E. Broadway Ave., Ford  
 Bowles, A. G., 1225 S. Columbia St., Tulsa  
 Brackett, Walter L., 1825 E. 17th St., Tulsa 4  
 Buerksen, Bertha, 1001 W. Maine, Enid  
 Calkins, Max, Warren School, Drumright  
 Callahan, Cora, Whittier School, Muskogee  
 Carrington, Dimple, 100 Minnesota Ave., Chickasha  
 Chapman, Mrs. Jewel, 2735 N. W. 18th, Oklahoma City 7  
 Coppers, A. E., 1630 S. Utica St., Tulsa  
 Costley, C. E., 2600 N. W. 15th St., Oklahoma City  
 Cunningham, P. H., John Ross School, Tulsa  
 Daniel, Mrs. May B., Houston School, Muskogee  
 Davis, G. L., Heronville School, 1240 S. W. 29th, Oklahoma City  
 Dean, Corinne, Box 1503, Okmulgee  
 Denney, Earl C., 1631 E. 11th St., Tulsa 3  
 Diffe, Mrs. F. P., Pauls Valley  
 Drewry, Mrs. Agnes Mayo, Dir. of Elem. Educ., Sapulpa  
 Dyer, Charles E., Harmony School, Oklahoma City 5  
 Elledge, Mrs. Betty B., Dewey  
 Embree, Margaret, 401 N. Fourth St., Henryetta

- Faris, Mrs. Ruth, 4617 S. Shields, Oklahoma City 9
- Farrill, Mrs. Mary, McIntosh School, Chelsea
- Fisk, H. Clay, 2245 E. 22nd Pl., Tulsa 5
- Fritzson, Edith L., 514½ N. W. 20th, Oklahoma City
- Frost, Mrs. Earl, Sunset School, Healdton
- Galbraith, Donald S., 840 N. Third, Ponca City
- Garton, Mrs. Malinda D., 308 W. Oklahoma Ave., Blackwell
- †Giles, O. A., 1348 S. Florence Ave., Tulsa 4
- Gilmer, Juliette, 1106 N. W. 14th St., Oklahoma City
- Gingerich, Inez, 1816 W. Maine St., Enid
- Griggs, O. C., 3627 S. Wheeling, Tulsa 5
- Grove, Edith, 2646 N. W. 12th St., Oklahoma City 7
- Guilliams, Flecia, Tecumseh
- Hagar, W. E., 3300 S. Columbia Pl., Tulsa
- Hamilton, Kate, Woodrow Wilson School, Shawnee
- Haynes, J. Harold, 3307 E. Easton, Tulsa
- Heilmann, Paul L., 2540 E. 14th Pl., Tulsa
- Herdndon, V. E., 535 W. Newton, Tulsa
- Hicks, Helen C., 2240 N. E. 19th, Oklahoma City 5
- Hillis, Mrs. Marie, 1029 E. Main, Holdenville
- Hinshaw, Esther, 1701 E. Cypress St., Enid
- †Hodges, Dr. J. H., 3512 E. Archer, Tulsa 4
- Hoffer, Josephine, Box 77, Sterling
- Hoffman, Madelle, 702 W. Grand, Ponca City
- Hooper, George J., Sidney Lanier School, Tulsa
- Hudson, Jess S., 1523 S. Evanston St., Tulsa
- Huffman, Elizabeth R., Dewey School, Oklahoma City 6
- Jenkins, W. C., Rt. 10, Box 543, Oklahoma City 7
- Jester, C. L., 1412 E. 35th Pl., Tulsa 5
- Joachim, Glenn, 315 E. Lawrence, Ponca City
- Johnson, Charles F., Garfield School, Sand Springs
- Johnson, William, 2306 N. E. 15th, Oklahoma City
- †Jones, Pearl B., 515 N. High St., Oklahoma City
- Kelly, Anna K., 2001 N. W. 13th St., Oklahoma City 6
- \*Kennedy, Ralph H., 1921 W. 41st St., Tulsa 7
- King, J. R., 815 Elder, Duncan
- King, Lorraine, 419 S. W. 23rd St., Oklahoma City 9
- Kingston, Myrna Shaw, 2543 N. W. 16th St., Oklahoma City 7
- Kniffin, Carl, S.W.I.T., Weatherford
- Knight, R. W., 712 S. Knoxville St., Tulsa
- Koonce, Bert E., Bryant School, Tulsa
- Lackey, Guy A., Oklahoma A. and M. College, Stillwater
- La Mar, Esther, Roosevelt School, Okmulgee
- Lanman, L. S., Horace Mann School, Oklahoma City
- Lee, Mrs. Juanita, 201 E. Third, Edmond
- Lee, Ola, 210 E. Seventh St., Bristow
- Liebhart, Ethel M., 1809 N. Cross St., Oklahoma City
- Magee, Maurice, 1115 S. Evanston St., Tulsa
- Marker, Mrs. Pearl, Shidler School, Oklahoma City
- Martin, Earl, Box 471, Britton
- Mason, Dr. Charles C., Supt. of Schools, Tulsa
- McCarrel, Ed, 715 N. Walker St., Oklahoma City
- McDonald, Gladys, Riverside School, Oklahoma City
- McElroy, Merriem, Box 203, Yukon
- McLees, Frances W., Irving School, Oklahoma City 4
- McLeod, John A., 1641 E. 19th St., Tulsa
- McMillan, Ethel, 31 N. W. 14th St., Oklahoma City 3
- Meadows, Johnsy, 2208 Emporia, Muskogee
- Mitchell, Ina Lewis, 521 W. Wabash St., Enid
- Moody, Mae, 436 East College, Blackwell
- Moore, T. E., 2413 N. Boston, Tulsa
- \*Moorhouse, Mrs. Lulu D., 1120 W. Cherokee Ave., Enid
- Mullinax, Harvey, 2544 Cashion Pl., Oklahoma City
- Newman, Jennings B., 1112 W. Wade St., El Reno
- Nighswonger, Opal, Longfellow School, Alva
- Noblet, Chester A., Spiro
- Norman, Mrs. Oma W., Box 46, Davis
- Ogle, A. V., 1343 E. 35th Pl., Tulsa
- Olson, Mrs. Margaret McDonald, 118½ N. Seventh St., Enid
- Padgett, Mattie Bell, Box 801, Carnegie
- Parks, Kathleen A., Box 138, Muskogee
- Patman, Mrs. Carrie, 1021 S. Hoff, El Reno
- Pauly, Dr. Frank R., 220 E. 27th Pl., Tulsa 1
- Petree, Mrs. Marie, 513 S. Jackson St., Enid
- Pogue, Alex W., 419 Garfield Ave., Sand Springs
- Price, Mrs. Fern, Harrison School, Enid
- Quinn, Mrs. Lula, 817 S. W. 36th, Oklahoma City
- Ragan, W. B., Faculty Exchange, Oklahoma University, Norman
- Redman, Clara, Brantly School, Antlers
- Richards, A. L., 1448 S. Cheyenne, Tulsa 5
- Richardson, D. R., Emerson School, Duncan
- Richardson, Josephine, 514½ W. 20th St., Oklahoma City 3
- Riechel, Adolphine, Franklin School, Okmulgee
- Risher, Mrs. Gladys, 542 N. Broadway, Shawnee
- Roads, Elsie, 420 W. State St., Enid
- Roberson, L. G., Cherokee Junior High School, Turley
- Roberts, D. M., 1720 E. 13th St., Tulsa 4
- Schupbach, N. E., 2119 E. 21st St., Tulsa
- Sellers, Mrs. Nell W., Longfellow School, Muskogee
- Setzpfandt, A. O. H., 1547 S. Delaware Pl., Tulsa
- Shepherd, Roger T., 2628 E. Eighth St., Tulsa
- Simpson, Mary, 429 W. Main St., Purcell
- Slack, Fern Holden, Blanchard
- Smiley, Dolly, Tecumseh
- Smiley, Mrs. Eva M., 1123 S. Eighth St., Ponca City
- Smith, Mrs. Levis Meyers, 1900 N. W. Tenth St., Oklahoma City
- Sneed, W. G., 317 N. Geary St., Oklahoma City
- Spivey, Weldon, Edison School, Mangum
- Stanford, Ruth, Box 861, Pryor
- States, Leland E., Perry School, Perry
- Sutherland, Mrs. Zaida, Claremont School, Claremont
- Swan, Fred, Woodlawn School, Sapulpa
- Taylor, Seldon D., Rodman School, Poteau
- Temple, D. E., 702 S. Cheyenne, Tulsa 5
- Thomas, Alta, 630½ N. W. 18th St., Oklahoma City 3
- Thomas, Edna, 901 E. Grand, Ponca City
- Thomas, Frances C., 630½ N. W. 18th St., Oklahoma City 3
- Thomas, Mrs. Rosa J., 711 W. Park, Tecumseh
- Thompson, H. C., 333 S. Pine, Nowata
- Thompson, Mildred Ann, Central School, Idabel
- Timberlake, Mrs. Beulah S., Jefferson School, Stillwater
- Tipton, Anderson L., 324 E. Grant St., Guthrie
- Travis, C. E., 1219 S. Peoria, Tulsa 5
- Vancil, E. C., Lowell School, Tulsa
- Walt, Mrs. Margaret P., Box 265, Woodward
- Watson, Isabel, 706 Jennings, Bartlesville

# LIST OF MEMBERS

(Oregon) 433

Wells, W. Alva, Horace Mann School, Shaw  
nee  
Widener, Guy L., 217 N. Rosedale, Tulsa  
Wilkinson, S. M., Irving School, Shawnee  
Williams, Ethel, West Side School, Claremore  
Williams, Mrs. Louise, Lincoln School, Lawton  
Wilson, M. M., Putnam Heights School, Okla-  
homa City  
Wise, Mrs. Lillie Dean, 2213 N. Shartel,  
Oklahoma City  
Wolfe, Doris, 235 W. Tenth St., Brantow  
Wood, Linnie R., Box 202, Brantow

## OREGON

Adams, Mrs. Nell B., Box 236, Molalla  
Ager, H. W., 7015 S. E. Yamhill St., Port-  
land 16  
Ahrendth, Harold, 1324 S. E. 76th, Portland  
Altburg, Edmund A., Roosevelt School, Klam-  
ath Falls  
Babcock, Roy D., Rt. 2, Freewater  
Baker, N. A., 1817 S. E. 46th Ave., Port-  
land 15  
Beardsley, Florence E., State Dept. of Educa-  
tion, Salem  
Bleckler, R. C., 1603 S. E. Maple St., Port-  
land 15  
Bork, Edith L., 316 Hargadine St., Ashland  
Bortolazzo, J., 2845 S. W. Perlander St.,  
Portland 1  
Brookhardt, Harry B., Box 267, Aloha  
Brunskill, Mrs. Lucile, 715 N. E. 21st Ave.,  
Portland 12  
Button, Alan, 2654 W. Talbot Rd., Port-  
land 1  
Campbell, E. H., Blue River  
Childers, J. M., 3240 S. Donnet Way Ct.,  
Portland 1  
Christensen, Walter H., Astor School, Astoria  
Christner, Robert G., Lincoln School, Eugene  
Clemen, Gerald R., Pelican School, Klamath  
Falls  
Condit, Earl, 4483 S. W. Bernard Dr., Port-  
land  
Cottingham, Thomas A., 4306 S. E. Ramona  
St., Portland 6  
Cox, Ora, 1716 Crown Ave., Medford  
Craike, Fred, Failing School, 7825 S W.  
Tenth Ave., Portland  
Daugherty, Dorothy, 19th and Nebraska, Salem  
Dodge, Thyr A., 2801 Merriman Rd., Med-  
ford  
Douglas, Mrs. Gloria C., 9732 S. W. 35th,  
Portland  
Elle, Irving B., Colonel Wright School, The  
Dalles  
Empey, Warner, Junction City School, Junc-  
tion City  
Fader, Joseph L., 299 Scenic Dr., Ashland  
Farley, Lillian M., Box 383, Bandon  
Field, Milton W., 1859 S. W. Park Ave.,  
Portland 1  
Finnie, Mrs. Alice, Box 354, Coos Bay  
Freel, A. O., 4920 N. E. Cleveland Ave.,  
Portland 11  
Garber, Richard O., 1136 N. E. Weidler, Port-  
land  
Gay, T. J., 2551 Emerald St., Eugene  
Giroux, Joseph A., Dist. 9 Grade School,  
Gardiner  
Griffith, W. Ross, 2336 S. W. Osage, Portland  
Gustin, H. W., Jackson School, Medford  
Haldeman, Rose, Whitaker School, Eugene  
Hall, E. S., 833 Military St., Roseburg  
Harris, Harvey E., Willamina  
Haskins, Mrs. Bertha, 228 N. Holly, Medford  
Hassell, Errol, Supt. of Schools, Tugard  
Hutton, Harold, 2804 N. E. 67th, Portland  
Hays, O. W., 630 N. Fremont St., Portland 12  
Hedrick, E. H., Supt. of Schools, Dist. 49,  
Medford

Herald, H. W., Oswego School, Clatsop  
Hill, Lucille, 715 N. E. 21st Ave., Portland 12  
Hogans, J. C., Sherwood  
Hoffman, Helen, Box 41, Prospect  
Hulbert, Kenneth, Washington School, Mid-  
land  
Jensen, John, 4506 N. Kerby, Portland 11  
Jennetich, Mrs. Muriel, 714 Washington St.,  
McMinnville  
Johnson, Harry B., 429 N. 29th St., Salem  
Jones, Mrs. Beanie E., Box 16, Clatsop  
Jones, Mrs. Francis N., 2274 N. W. Quamby,  
Portland  
Jones, Ruth Willmott, 1823 Logan St., Klam-  
ath Falls  
Keeney, Henry G., 3049 N. E. 12nd Ave.,  
Portland 12  
Kellar, Laura E., Educ. Com., Dept. of Elem.  
School Prin., Natl. Educ. Assn., Vancouver Can-  
Schools, Portland 11  
Kammel, Margaret, 1103 Harvard Ave., Rose-  
burg  
Kang, Charles G., 4316 N. E. 38th Ave.,  
Portland  
Lawwell, J. W., Grade School, Westby  
Lawrence, Dollie, 1946 Hewitt St., Baker  
Lind, Ralph R., 4734 N. Minnesota St., Port-  
land 11  
Luman, Ivan M., Box 802, Madras  
Lucas, Frederick E., 741 N. E. Astorworth  
Portland 11  
Maske, Robert J., Soc. Apts. 427, La Grande  
Magaurn, Francis W., 3804 N. E. 34th Ave.,  
Portland 14  
Maras, Fathie, 1344 S. E. Ash St., Portland 14  
Marques, Bianca Dean, Box 863, Salem  
Mathson, Ann, Svenson School, Astoria  
McAner, Adolph, Dewey, 287 Lincoln St.,  
Astoria  
McCarthy, Martha L., 100 Lincoln St.,  
Ashland  
McLain, Fred E., 1501 X Ave., La Grande  
McPartland, W. L., Box 613, Nyssa  
Miller, Dorothy W., Madison School, Albany  
Miller, William J., 1240 N. E. Cleveland,  
Portland 13  
Molenkamp, Alic, 1729 N. E. 17th Portland  
Montgomery, Mrs. Fina W., 6825 N. Main  
Ave., Portland  
Moore, Melvin, Frances Willard School, Eu-  
gene  
Morgan, Olin S., Canby  
Nelson, Martin V., 6214 N. Kerby St., Port-  
land 11  
Newth, C. B., 1214 N. E. 57th Ave., Portland  
Nicholson, Miller, 2343 N. E. 26th Ave.,  
Portland  
Norris, Clifford C., Box 1176, Hermiston  
Ott, Alice E., 12506 S. E. Ramona, Port-  
land 6  
\*\*Painter, W. C., 425 S. E. 43th Ave., Port-  
land 13  
Parker, Ivan C., Supt. Dist. 130, Sutherlin  
Pattin, Miner T., 1845 S. W. 16th, Portland  
Pearce, Mrs. Carmen, Box 7, Lottine  
Pearson, Mrs. Velma J., Columbus School, Mc-  
Minnville  
Peterson, Tillman J., 6106 N. E. 22nd Ave.,  
Portland 11  
Peterson, Otto H. H., Scappoose  
Phelps, Ernest A., 10524 N. E. Wigan, Port-  
land 13  
Phelps, Victor N., 2865 Harrison St., Mil-  
waukie  
Phillips, John L., 716 29th St., Milwaukie  
Pomeroy, Mrs. Viola, Elementary School, Rogue  
River  
Posey, Cecil W., 3334 N. E. 43th Ave., Port-  
land 10  
Poynter, James W., Supt. of Schools, Hillsboro  
Rineason, L. E., Rt. 10, Box 1097, Port-  
land 2

Robertson, Mrs. Fay H., Washington School, 275 E Seventh St, Eugene  
 Rowe, Wilbur, 1616 27th St, Milwaukie  
 Rush, Mabel E., Central School, Newberg  
 Santee, Harold T., 6233 N E Alameda, Portland 13  
 Seggel, Louis, 2425 N E 32nd Pl, Portland 12  
 Shepherd, Harold J., Wilson School, Tillamook  
 Shepardson, Edna E., 2310 B St, Baker  
 Smith, Alice, 4907 N E Mallory, Portland  
 Smith, Elphe, Rt. 1, Box 160, Tigard  
 Smith, Everett K., Box 442, Heppner  
 Smith, John E., 3740 N. Williams Ave., Portland 11  
 Speirs, Verne H., Mills School, Klamath Falls  
 Spring, Fred, 1524 27th St, Milwaukie 2  
 Sweeney, Grace F., 2226 N E 17th Ave, Portland 12  
 Tallman, Harold C., Rt. 1, Box 315, Gresham  
 Tate, Roy M., 1217 S. E. 52nd Ave, Portland 15  
 Thompson, Cecil T., 3735 N. E. Wisteria Dr, Portland 13  
 Tolystad, Robert, 3714 S. E. Lincoln, Portland  
 Webb, Horton E., 3740 S. E. Tenth Ave, Portland 2  
 Weis, Maurice, Grout School, 3119 S E Holgate, Portland 2  
 Wilson, Leland A., Box 68, Oakridge  
 Wilson, Melvin, 4133 N. E. 32nd Ave, Portland 11  
 Wolfer, Henrietta B., Monmouth  
 Wood, Edna, Monroe  
 Wright, David G., 2105 N E 62nd Ave, Portland 13

## PENNSYLVANIA

Agensky, Esther B., Madison School, New Market and Green Sts, Philadelphia  
 Altomas, Margaret, Osborne School, Johnstown  
 Anthony, Belle Irene, Central School, York  
 Applegate, Florence W., Newmyer School, Swissvale, Pittsburgh 18  
 Bamford, Sara E., Wilkins School, Pittsburgh 18  
 Barr, Charles F., Burgwin School, Pittsburgh 7  
 Barthold, Harold J., 1024 N New St, Bethlehem  
 Beard, Mary E., 934 Maplewood Ave, Ambridge  
 Beatty, C. Evelyn, Crescent School, Pittsburgh 21  
 Bechtel, Laura A., 1441 Turner St, Allentown  
 Beighle, James L., Elementary School, Bryn Mawr  
 Bennett, Ida M., 129 Ridgeway St, East Stroudsburg  
 Bentz, Naomi C., 807 W King St, York  
 †Berman, Dr Samuel, 5336 N Sydenham St, Philadelphia 41  
 †Betts, Dr Emmett A., Dir of Reading Clinic, Temple University, Philadelphia 22  
 Biery, J. E., Supvg Prin, Brookville  
 Biswanger, Wilhelmina A., Dunlap School, Philadelphia 39  
 Bjork, Ellen D., 37 Bellevue Ave., Bradford  
 Blake, Celia J., 316 Frederick Ave, Sewickley  
 Blumberg, A Alvin, 2123 E Walnut Lane, Philadelphia 38  
 Boehm, Charles H., 75 N Main St., Doylestown  
 Bowen, Catherine M., R D, New Cumberland  
 Bowers, Frances L., Kinsey School, 65th Ave and Limcklin Pike, Philadelphia  
 Bracken, W. Earl, 307 E Ashland Ave, Glenolden  
 Brewer, Karl M., Supt. of Schools, Dubois  
 Bright, Katharine A., Fifth and Springs Sts., Reading  
 Bright, Nellie R., Harrison School, 11th and Thompson, Philadelphia 22

Brown, Jesse D., 745 W Princess St, York  
 Buchanan, William T., Brookline School, Upper Darby  
 Bucher, Caleb W., 119 E Clay St, Lancaster  
 Bulick, S. B., 122 N Maple Ave, Greensburg  
 Bupp, C. Louis, 819 S Duke St, York  
 Burley, Mary M., 1216 Logan Ave, Tyrone  
 Campbell, Robert B., Hudson Street School, Johnstown  
 Carey, Helen M., 1335 Fifth Ave, Ford City  
 Carson, Hazel E., R. D., Charleroi  
 Carson, J. O., Dir of Curriculum, Abington  
 Carthew, Kathryn, Bheam School, Johnstown  
 Carver, Mrs Madeline B., 523 E Penn St, Newtown  
 Cecilia, Sister Mary, St. Genevieve School, Canonsburg  
 Chambers, Dr. Raymond L., 24 W Logan St, Philadelphia 44  
 Charles, A Lincoln, Higbee School, Lancaster  
 Chase, Marie S., 2038 Master St, Philadelphia 21  
 Clugstone, E. Gretchen, 100 Lingle St, Osceola Mills  
 Cole, John S., Mounted Rt. 36, Easton  
 Cole, Ray M., Court House, Bloomsburg  
 †Collins, Mrs Edythe Sampson, 3703 Huey Ave, Drexel Hill  
 Connelly, Mae, Chestnut Street School, Johnstown  
 Corey, Carolyn F., First District School, Meadville  
 Cresswell, Robert V., Overbrook School, Pittsburgh 10  
 Crist, Mary E., 1204 19th Ave, Altoona  
 Cross, Charles B., Wayne School, Erie  
 Crumbling, C. S., Supt. of Schools, Laureldale  
 Cummings, Mary A., Marton School, Chester  
 Dabney, Anna M., 530 Cleveland Ave, York  
 Dager, Mrs Frances G., Dir of Elem. Educ., Beaver College, Jenkintown  
 Daniels, Dr Blair E., 2922 Belmont Ave, Ardmore  
 Davenport, Ralph F., 136 Drexel Rd, Ardmore  
 Dawes, Dorothy D., 4840 Pine St, Philadelphia 43  
 Dichter, Jack Robert, Ellwood School, 12th and Oak Lane, Philadelphia 26  
 Dicker, Dr M. Richard, 2313 76th Ave, Philadelphia 38  
 Dillon, Mrs Ruth L., 3821 N Gratz St, Philadelphia 40  
 Dimmick, Dr. Earl A., Supt of Schools, Pittsburgh 13  
 Dobbins, Thomas J., Meredith School, Fifth and Fitzwater Sts, Philadelphia 47  
 Dolbear, Frank T., Supvg. Prin, Tunkhannock  
 Dougherty, Laura U., Wetherill School, Chester  
 †Dunleavy, Joseph M., 1426 Pittston Ave., Scranton  
 Eberly, Harry B., 161 S Second St, Chambersburg  
 Ebner, Mowrie A., 1407 Seventh St, Altoona  
 Eckard, Elizabeth T., 1957 69th Ave, Philadelphia  
 Edwards, Elliot, Lincoln School, Honesdale  
 Elsbury, Earl T., 15 Miller St, Duquesne  
 Emery, C. Ralph, Downingtown  
 Enterline, Myers B., Rt. 1, Watsonstown  
 Esterline, Irene, 6609 Blakemore, Philadelphia 19  
 Evans, Walter P., Hopkinson School, Luzerne Sts, Philadelphia 24  
 Everett, Hazel, Grade School, Jenkintown  
 Fallon, Mary C., Greenfield School, Pittsburgh 7  
 Farra, Dorothy B., 117 Dean St, West Chester  
 Farrell, Beatrice C., 1416 Pearce Pk, Erie  
 Figurel, J Allen, 2321 Walton Ave, Pittsburgh 10

- Flegal, Edwin J., Rt 8, Portage  
 Flinn, May, 1025 McKean Ave., Donora  
 Fluck, A. Harold, 9527 Wistaria St., Bustleton,  
 Philadelphia  
 Frank, T. Russell, Highland School, Abington  
 Frankenfield, Ira M., 637 Center St., Bethle-  
 hem  
 Frick, W. T. B., 2524 S. 68th St., Philadel-  
 phia 42  
 Fries, Mary, 1614 11th Ave., Altoona  
 Fugett, Joseph R., 120 E. Miner St., West  
 Chester  
 Funk, M. Estelle, 8313 Tulpehocken Ave.,  
 Elkins Park  
 Galter, Israel, 3133 W. Columbia Ave., Phila-  
 delphia 21  
 Garrett, Richard J., 915 Wayne Ave., York  
 Gasser, Harry N., State Teachers College,  
 Bloomsburg  
 Geedy, Calder B., 310 S. Brown St., Lewistown  
 Gehman, Esther, 511 Juniper St., Quakertown  
 Geiss, Newton W., Co Supt of Schools, Read-  
 ing  
 Gibbs, Mary S., 350 W. Duval St., Philadel-  
 phia 44  
 Gilland, Dr. Thomas M., State Teachers Col-  
 lege, California  
 Gingenbach, Marie O., 345 E. 12th St., Erie  
 Gingrich, Leah A., 4709 Pine St., Philadel-  
 phia 43  
 Glantz, Bernard, Hoffman School, 55th and  
 Vine Sts., Philadelphia 39  
 Grim, Alice H., Newtown Square  
 Gross, Florence E., 1434 W. Market St., York  
 Grover, Arlton G., 524 E. Beau St., Wash-  
 ington  
 Grumbling, Russell, Chandler School, Johns-  
 town  
 Grunzer, W. F., 301 Vine St., Johnstown  
 Guthrie, John, 425 E. Wadsworth Ave., Phila-  
 delphia  
 Hagerty, Jean B., 311 Maple Ave., Drexel Hill  
 Hannings, N. W., 145 E. Market St., York  
 Hannum, Helen E., 1507 Tenth St., Altoona  
 Hardy, Clara R., 935 Jefferson St., McKeesport  
 Harris, Mrs. Ruth, Box 187, Dayton  
 Hartman, Dorothy P., Muhlenberg Grade  
 School, Allentown  
 Hartman, Joseph A., McGill School, New  
 Castle  
 Hartzel, R. J., Third St., Box 945, Bentley-  
 ville  
 Hawlick, Johanna K., Flouertown  
 Hazlett, J. Roy, 1314 Hampshire Ave., Pitts-  
 burgh  
 Hazlett, Dr. William W., 1029 Kenwyn St.,  
 Philadelphia  
 Hay, Charles K., 2108 Shunk St., Philadelphia  
 42  
 Hedge, John W., 916 W. Market St., Bethle-  
 hem  
 Heiges, Mary McC., Hi-Thorpe, Rt 7, York  
 Hennaman, Harold G., Brookline School, Pitts-  
 burgh 26  
 Henninger, Walter B., Supt. of Schools, North-  
 umberland  
 Hershberger, Arlene, 1231 Linwood Ave., Nor-  
 ristown  
 Hodgson, Clarence T., 472 Atlantic Ave., York  
 Hollinger, Durell A., 122 Pleasure Rd., Lan-  
 caster  
 Homer, Francis R., 4800 Conshohocken Ave.,  
 Philadelphia 31  
 Hood, Mrs. Vivian P., Drexel Hill School,  
 Drexel Hill  
 Hopewell, Henry W., 310 S. Pershing Ave.,  
 York  
 Hopkins, Marcella, Dibert Street School, Johns-  
 town  
 Hostetler, Bernard S., Central City  
 Houseal, George M., Supvg. Prin., Seventh and  
 Maple Sts., Lebanon  
 Hubley, I. George, 1400 First Ave., York  
 Husted, Mrs. Bessie S., Seventh and Church  
 Sts., North Wales  
 Husted, Dr. Inez, Supvr of Special Educ.,  
 Luzerne County Schools, Wilkes-Barre  
 Jackson, Ethel, 228 E. Sedgwick, Philadel-  
 phia 19  
 Jenkins, Leon V., 720 Bierman Ave., York  
 Johnson, Royce O., R.D. Lewis Run  
 Judelson, Samuel J., Cleveland School, 19th  
 and Butler Sts., Philadelphia 40  
 Kandrach, Joseph L., Smithmill  
 Kelley, Florence A., Preston School, Bryn Mawr  
 Kelso, Dr. John S., 2824 Crosby Ave., Pitts-  
 burgh 16  
 Kerstetter, Dr. Newton, Supvr of Special  
 Educ., Court House Annex, Sunbury  
 Killinger, Leroy G., King Street School, Cham-  
 bersburg  
 Kirk, S. Elisabeth, Garrettford School, Drexel  
 Hill  
 Kistler, Claude F., 214 N. Fulton St., Allen-  
 town  
 Kitey, Albert S., 2334 77th Ave., Philadel-  
 phia 38  
 Klingel, Emma I., 314 E. 28th St., Erie  
 Kneas, Edith M., 1338 Markley St., Norris-  
 town  
 Kohnce, Ruth D., 1254 Hillsdale Ave., Pitts-  
 burgh 16  
 Korb, E. A., Maple Park School, Johnstown  
 Kornbau, Raymond, 1248 Edison St., York  
 Krah, W. Edward, 346 Oak Rd., Glenside  
 Kramp, Mrs. Walter, 617 Walnut St., Roaring  
 Spring  
 Kubel, Albert, Mechanicsville Rd., Philadelphia  
 14  
 Kulp, Dan B., Supervising Principal, Red Lion  
 Kurtz, Virginia, 4211 Tyson St., Philadelphia 35  
 Lachman, Martha M., 16 Sankey Ave., Pitts-  
 burgh 27  
 Laderer, William C., Jr., 435 Royce Ave., Pitts-  
 burgh 16  
 Lantz, Ruth, 2313 Oak Ave., Altoona  
 Lantz, W. W., 422 Charles St., Turtle Creek  
 \*\*†Laramy, William J., 2444 Merwood Lane,  
 Havertown  
 Larson, L. H., West Side School, McKeesport  
 Law, Aura, 307 E. Union St., Punxsutawney  
 Laws, Mrs. Catherine Brown, 19 W. Fourth  
 St., Media  
 Lawson, William, Phillips Street School, Baden  
 Laubach, Helen M., 2352 W. Fourth St., Wil-  
 liamsport 27  
 Lazar, Harry, Douglas School, Huntingdon and  
 Edgemont Sts., Philadelphia 25  
 Lemke, Dr. Glenn L., John C. Winston Co.,  
 1010 Arch St., Philadelphia 7  
 Lemley, Dawson E., Saltsburg Rt., Verona  
 Leopold, Michael, Kendrick School, 38th and  
 Powelton, Philadelphia  
 Lettinger, Leonard A., Edge Hill Rd., Hunting-  
 don Valley  
 Lilly, Mrs. Mabel H., Franklin School, Allen-  
 town  
 Little, Marsby C., Supt of Schools, Waynesboro  
 Liveright, Alice K., 1512 Spruce St., Phila-  
 delphia  
 Lowman, Margaret Jane, Stevens School, Indi-  
 ana  
 Lumley, John M., Co. Supt of Schools, Dushore  
 Lynch, Catharine L., 407 Elizabeth Manor,  
 Upper Darby  
 Mahoney, D. J., Memorial School, Wilkes-  
 Barre  
 Malloy, Frances A., 7017 Pennsylvania Ave.,  
 Upper Darby  
 Marburger, Harold, Park Street School, Crafton  
 Marsh, Mrs. Harriett S., 7126 Edgerton Ave.,  
 Pittsburgh 8  
 Mathias, Russel N., Schuylkill Avenue School,  
 Reading

- McCann, Cecelia, Washington School, Johnstown
- McCauley, Dr. Selinda, 2031 Locust St., Philadelphia 3
- McConnel, Clarence H., Asst Co Supt of Schools, Williamsport
- McDowell, Stella D., 112 Race St., Swisssvale 18
- McKay, J. Florence, Keystone School, Upper Darby
- McKeone, J. Warren, Potter School, Fourth and Clearfield Sts., Philadelphia
- McLure, Fred Y., Mahoning School, New Castle
- McMorris, Edith, 113 Cricket Ave., Ardmore
- Metzgar, J. H., Supvg. Prin., Salem Twp., Mamont
- Metzner, William, 4400 Tyson Ave., Philadelphia 35
- Miller, Henry J., Codorus
- Miller, Madge E., 320 Laurel St., Pittsburgh 18
- Miller, Paul D., 7113 Boyer St., Philadelphia 19
- Mills, Russell J., 712 High St., Honesdale
- Minnich, E. Willis, 70 Werner St., Wernersville
- Montini, John W., Jones School, Aliquippa
- Moore, Mrs. Helen E., Penllyn
- Moore, Velma M., 316 Ninth Ave., Altoona
- Morey, Frank R., Supvg. Prin., Swarthmore
- Morse, Melvin E., 507 W. 28th St., Erie
- Mueller, Helen E., 22nd and Ritzer Sts., Philadelphia 45
- Muellerstein, Minnie M., 721 E. 23rd St., Erie
- Myers, Max, Sedgwick Gardens, Philadelphia 19
- Myers, Stanley H., 530 Dallas St., York
- Nelson, Mary F., Conroy School, Page St., Pittsburgh 12
- Newman, Raymond S., 629 E. Mt. Airy Ave., Philadelphia
- Nicolls, Alice M., Dir. of Elem. Educ., Farrell
- Noble, Hilda N., Cowley School, Sherman Ave. and Eloise St., Pittsburgh 12
- Noe, Elizabeth T., 137 E. Gorgas Lane, Philadelphia 19
- Notz, Hulda M., 180 Le Moyne Ave., Pittsburgh
- Nunn, Grace Adelaide, 1003 Western Dr., Erie
- Oberlin, Evelyn, Stevens School, 822 Crucible St., Pittsburgh 20
- Olander, Herbert T., School of Educ., University of Pittsburgh, Pittsburgh
- Ort, Hazel L., 139 Farragut Ave., Vandergrift
- Orth, Kathryn M., 2 E. Mt. Ave., S Williamsport 32
- Parson, Mrs. Edna Gray, 521 Maplewood Ave., Ambidge
- Patch, Florence, Oakhurst School, Johnstown
- Paynter, W. R., 227 Cornell Ave., Pittsburgh 29
- Peirce, Elizabeth N., 130 E. Chestnut St., West Chester
- Pickard, Dorothy E., Cedarhurst and Estella Sts., Pittsburgh 10
- Poole, Charles E., Overlook School, Abington
- Potter, William M., Moore School, Pittsburgh 10
- Powers, C. S., 832 Florida Ave., York
- Pregler, Hedwig O., Colfax School, Beechwood Blvd. and Phillips Ave., Pittsburgh 17
- Price, A. W., Supvg. Prin., Colver
- Queripel, Mrs. A. W., 244 High St., Milton
- Quinn, William P., 5353 N. 16th St., Philadelphia
- Ramage, Gladys E., Hughestown Boro Schools, Pittston
- Raup, Zura E., 128 Hepburn St., Milton
- Rausch, Mary D., 720 N. Fifth St., Allentown
- Reilly, Rev. Edward M., Supt. of Catholic Schools, 19th and Wood Sts., Philadelphia
- Renton, Miriam I., 165 Grant Ave., Vandergrift
- †Rice, Pearl E., 840 Williams St., Easton
- Richial, Mrs. Leda N., 380 Neshannock Ave., New Castle
- Rickert, Charles F., Manoa School, Havertown
- Ridge, W. W., 27 S. Clifton Ave., Clifton Heights
- Rinker, Robert R., 247 Tenth Ave., Bethlehem
- Rutenour, Blanche V., 205 Greydon Ave., McKees Rocks
- Robson, William K., 6614 N. Seventh St., Philadelphia 26
- Rodecker, Mrs. Rebecca M., 303 Prindle St., Sharon
- Roffe, Pauline E., Senior High School, Lansdowne Ave. and School Lane, Upper Darby
- Rohrer, Mary M., Hamilton Court Apts., Ardmore
- Ross, Anna, 1141 Dormont Ave., Pittsburgh 16
- Ross, Margaret, Hopewell School, Aliquippa
- Ruch, Mary A. R., Rt. 1, Box 4, Tower City
- Russell, Mary L., Horace Mann School, Indiana
- †Sacks, Solomon, 4827 N. Tenth St., Philadelphia 41
- Saul, Marie A., 3611 Massachusetts Ave., Pittsburgh 12
- Sauvain, Walter H., 1413 W. Market St., Lewisburg
- Schlegel, Albert G. W., Supt. of Schools, Pittsburgh 2
- Schrack, Leila B., Rainbow School, Coatesville
- Schrader, Mrs. N. Blanche, 519 Lincoln St., Milton
- Schwank, Laura M., 324 N. George St., York
- Scorer, Sadie Mae, Box 404, Homestead
- Searfoss, Anna, 605 McCartney St., Easton
- Sellers, Mrs. J. Townsend, 829 Black Rock Rd., Bryn Mawr
- Sensenig, E. Susan, 305 E. Orange St., Lancaster
- Shalter, Grace E., 1415 Palm St., Reading
- Sharlip, Lou N., 5058 N. Eighth St., Philadelphia 20
- Shelly, Colson R., 301 Ruby St., Lancaster
- Shires, Beulah M., Adams School, Tyrone
- Shires, H. Bess, 524 S. 15th St., Harrisburg
- Simpson, David John, 128 Waverly Rd., Wyncote
- Smithgall, Elizabeth, 126 N. Lime St., Lancaster
- Smith, Lawrence S., 23 S. West End Ave., Lancaster
- Souder, Edith M., Highland Park School, Upper Darby
- Spangler, Thomas B. F., 6108 N. Seventh St., Philadelphia 20
- Spitler, Franklin C., Orwigsburg
- Sprenkel, Julia C., Madison School, York
- Springer, Kenneth L., 33 Columbia Ave., York
- Stains, Katherine G., 4313 Hantel Ave., Philadelphia 36
- Staneruck, Bessie E., 654 E. Summit Ave., Philadelphia 28
- Steadman, H. L., Perry School, Erie
- Steel, W. R., 3819 Hiawatha St., Pittsburgh 12
- Sterling, Rilla M., McNair School, Pittsburgh 21
- Stevens, A. Miriam, 222 Reily St., Harrisburg
- Stevenson, Martha C., Harry School, 56th and Christian Sts., Philadelphia
- Stewart, Ann G., Aronimink School, Drexel Hill
- Stewart, Frederick H., 6603 Quincy St., Philadelphia 19
- Stewart, Laura E., 123 E. Agnew Ave., Pittsburgh 10
- Stock, L. V., Supvg. Prin., Biglerville
- Storer, Charles S., Supt. of Schools, Elizabeth
- †Storey, Dr. Bernice L., 3955 Bigelow Blvd., Pittsburgh 13
- Stough, H. A., 304 Colonial Rd., York
- Strickler, Mary M., Schaefferstown
- Strine, Hazel R., 25 Bound Ave., Milton
- Swanston, E. E., R.D., Box 27, Johnstown
- Sweeney, T. Goldie, 2205 Duke St., York
- Symons, Wilfred L., Llandillo Rd., Havertown

Taylor, Florence E., 205 E. Beaver Ave., State College  
 Tannis, Marguerite, 38 N. Harwood Rd., Upper Darby  
 Terry, Edwin, Columbia School, Coatesville  
 Thomas, Evelyn M., 126 Walnut Ave., Altoona  
 Thomas, Mary B., 2403 N. Second St., Harrisburg  
 Thompson, Irene A., Wightman School, Pittsburgh 17  
 Thorp, Marion A., 5845 Cedarhurst St., Philadelphia 43  
 Tubue, Dr. M. R., Dean, School of Educ., Pennsylvania State College, State College  
 Traris, Leo R., 1114 Craig St., McKeesport  
 Tweed, Jean M., Taylor School, Randolph and Erie Ave., Philadelphia 40  
 Trostle, J. F., Village Street School, Johnstown  
 Trout, Alma F., 225 Pearl St., Lancaster  
 Truby, Charlotte C., Lemington Avenue School, Pittsburgh 6  
 Uts, George W., 403 Wilbur St., South Fork  
 Varnum, Paul, Hillsdale School, Pittsburgh 16  
 Wallace, Mrs. Elizabeth T., Wyndmoor School, Philadelphia 18  
 Ward, Harry S., Jr., 727 Glenview St., Philadelphia 11  
 Warshaw, Harry A., 6626 N. 18th St., Philadelphia 26  
 Watson, Jennae A., 3301 Walnut St., McKeesport  
 Weaver, Millard H., Box 366, Windber  
 Weaver, Walter F., 3301 Versailles Ave., McKeesport  
 Webb, Ella P., Wilson School, 46th and Woodland Ave., Philadelphia 43  
 Weber, Claire, Chain Street School, Norristown  
 Weikel, Ruth Jane, 4645 Old York Rd., Philadelphia 40  
 Wesley, Mabel, 223 S. West St., Allentown  
 Weiss, George D., 618 Martin St., Bellwood  
 Welch, Hazel, 512 First St., Charlevoix  
 Welsh, John J., 6616 N. 20th St., Philadelphia 38  
 Wenner, H. C., Box 23, Drums  
 Wickersham, Mrs. Lillian M., 106 W. Oakdale Ave., Glenside  
 Wiegand, Margaret E., Campbell School, Eighth and Fitzwater Sts., Philadelphia  
 Wilkins, Ann L., 2728 Berkeley Ave., Erie  
 Williams, David E., Kenmawr School, Rt. 1, McKees Rocks  
 Wright, Louise, 220 Ridge Ave., Pittsburgh  
 Yeager, Paul M., Rt. 1, Wescosville

## RHODE ISLAND

Boden, Herbert Harold, 287 Orms St., Providence 8  
 \*\*Bray, Marion B., 101 Tupelo Hill Dr., Cranston  
 Burdick, Annie P., 97 Alexander St., Cranston 10  
 Burton, Caroline A., Chepachet  
 Cole, Archie R., Eldredge School, East Greenwich  
 Congrove, Francesca, Temple Street School, Providence  
 Crumley, Laura J., 21 Glenwood Ave., Cranston  
 Dunn, Mary C., Regent Avenue School, Providence 8  
 Fitzpatrick, Grace B., 26 Slater Ave., Providence 6  
 Handel, Mildred C., 200 Vermont Ave., Providence 5  
 Hill, Cora M., 56 Union St., Bristol  
 Howard, Marie R., 29 Modena Ave., Providence 8  
 Kelley, Elizabeth M., 22 Winthrop Ave., Providence 8

Laudati, Caroline A., 38 Lowell Ave., Providence 9  
 McEvoy, Alice H., Greene School, 241 Webster Ave., Providence 9  
 McNally, Wayne W., 101 Sessions St., Providence 6  
 Murray, Katherine M., 25 Hanover St., Providence  
 O'Connor, Margaret A. T., 282 Williams St., Providence  
 Peabody, Robert W., 110 Paul St., Providence  
 Piche, Elizabeth M., Harrisville School, Harrisville  
 Quirk, Mary V., 15 Wheaton St., Warren  
 Saleses, Margaret M., Summit Avenue School, Providence 6  
 Scanlon, Mary V., Walley School, Bristol  
 Stahl, Pauline W., 30 Grove Ave., Westerly  
 Superior, Rev. Mother, Convent of Jesus Mary, 211 Carleton St., Providence 8  
 Tennant, Charlotte C., Howland School, Cole Ave., Providence  
 Waterman, Wilma S., Oak Lawn School, Cranston

## SOUTH CAROLINA

Adelsheimer, Philip E., Brooklyn Avenue School, Lancaster  
 Alcorn, Maurice, 1015 Wildwood, Columbia  
 Arant, Morgan D., Elementary School, Summerville  
 Beasley, J. Edwin, Rosemont School, Charleston  
 Berry, J. Howard, Liberty Homes School, North Charleston  
 Brockman, W. Clark, McMaster School, Columbia 5  
 Brooks, J. F., Co. Supt. of Education, Spartanburg  
 Burton, William Henry, 2120 Sigh Ave., Columbia  
 Carmichael, Mrs. N. C., Hamer  
 Carson, Mrs. Louise G., Beaufort School, Beaufort  
 \*\*Castine, W. J., Augusta Circle School, Greenville  
 Chewning, Charles H., 39 W. Charlotte Ave., Sumter  
 Clark, Mary, 225 Marion St., Rock Hill  
 Corcoran, Albert C., Tillman School, Navy Yard 53  
 Cox, Fred D., Ellis Avenue School, Orangeburg  
 Cunningham, Mrs. Leona C., 414 E. Arch St., Lancaster  
 Darby, Carrie, Ware Shoals  
 Davis, Mrs. B. L., 1032 S. Fant St., Anderson  
 Delorme, Mrs. Katie P., Jordan School, Sumter  
 Ellis, Roy J., Schneider School, 2731 Devine St., Columbia 52  
 Evans, Mrs. Martha R., 206 W. Franklin St., Anderson  
 Flora, Dr. A. C., Supt. of Schools, Columbia  
 Fowler, F. L., Donaldson School, Greenville  
 Fraser, Wilmot J., Archer School, Charleston  
 Gaskin, Grover C., 109 Keowee Ave., Greenville  
 Goforth, Preston C., 408 Bennett St., Mt. Pleasant  
 Goin, J. Gary, Midland Park School, West Charleston  
 Golightly, Howard B., Chicora Grade School, Navy Yard 11  
 Goodwin, W. B., Rt. 7, Box 172, Navy Yard  
 Hallman, E. B., Box 606, Spartanburg  
 Hammond, Clarence E., 211 Dunbar St., Greenville  
 Higbe, R. F., Box 435, North  
 Hinnant, Mrs. Herbert Y., Turner School, Ridgeway  
 Hoole, William H., Supt., St. David's Academy, Society Hill  
 Huffman, Mrs. C. T., Lykesland

Hunt, W. A., Glenn Street School, Anderson  
 Johnson, Mrs. Catherine B., Box 243, Seneca  
 Kirkpatrick, Palmer M., Box 359, Great Falls  
 Lanham, S. A., Courtenay School, Charleston  
 Leitzsey, B. B., Jr., 105 Second St., Florence  
 Madden, Cresswell W., 1716 Williams St., Columbia 4  
 McArthur, L. C., Jr., 114 St. John's St., Darlington  
 McCown, J. Harold, Elementary School, Conway  
 McLaurin, S. C., Elementary School, Saluda  
 Monteith, Mrs. V. E., Rt. 1, Box 11, Columbia  
 Mundy, Carol Hill, 220 Wayne St., Columbia  
 Nance, Mrs. S. F., 2024 Sumter St., Columbia 24  
 Parrish, W. S., Clinton  
 Planck, Carl G., Simons School, Charleston  
 Powell, Cecil L., Southside School, Spartanburg  
 Quattlebaum, Mrs. Eva L., University of South Carolina, Columbia  
 Rogers, Elbert E., Carver School, Columbia  
 Ropp, J. J., 310 N. Rhame St., Manning  
 Rutherford, Harry B., Waverley School, 1225 Oak St., Columbia  
 Setzler, Mrs. E. B., 2001 College St., Newberry  
 Southerlin, W. B., Supt. of Schools, Winnsboro  
 Thomas, Martha E., State Office Bldg., Columbia  
 Toole, Norman C., Dorchester Terrace School, Navy Yard  
 Turner, J. C., Supt. of Schools, Greenwood  
 Ulmer, T. H., Thornwell School, Hartsville  
 Varn, Guy L., Dir. Div. of Personnel, Public Schools, Columbia  
 Voigt, Caroline, 1000 Bull St., Columbia 21  
 White, Lena E., 214 Echols St., Greenville  
 Wisener, J. E., 2½ Lamboll St., Charleston 2  
 Wofford, R. H., Grammar School, Moncks Corner

## SOUTH DAKOTA

Anderson, Laura B., 326 S. Minnesota, Sioux Falls  
 Bissell, E. H., Whittier School, Sioux Falls  
 Case, Ethel D., 815 N. First St., Aberdeen  
 Haas, Grace, 1615 S. Minnesota Ave., Sioux Falls  
 Hartshorn, Herbert E., 108 S. Van Epps Ave., Sioux Falls  
 Johnston, Maude E., 414 11th Ave. S. E., Aberdeen  
 Leistikow, Lydia, 323 S. Lincoln, Aberdeen  
 Nelson, Nan M., Lincoln School, Sioux Falls  
 Newkirk, Rachel, 817 W. 11th, Sioux Falls  
 Rogers, Gertie Belle, 209 W. Second Ave., Mitchell  
 Rossow, Ben O., 439 S. Western Ave., Sioux Falls  
 \*Royhl, Ella M., Franklin School, Sioux Falls  
 Sanger, Thora Olive, 318 E. Fourth Ave., Mitchell  
 Sell, Dora, Mark Twain School, Sioux Falls  
 Stallman, Elsie, 203 S. Prairie Ave., Sioux Falls  
 Van Tassel, Ardath, Longfellow School, Mitchell  
 Venoss, Mabel P., General Beadle School, Sioux Falls  
 Wagner, Ruth, 201 W. Second Ave., Mitchell

## TENNESSEE

Adams, Howard, Neelys Bend School, Madison  
 Allen, Mrs. Margaret, S. Arlington, Rt. 4, Nashville  
 Anderson, Mrs. C. E., 2916 Dickerson Rd., Nashville  
 Anderson, Esse L., 399 N. Garland, Memphis 4  
 Arledge, Eliza, 2534 Blakemore Ave., Nashville  
 Bailey, Mrs. Etta S., Lucy  
 Bales, J. D., Elementary School, Soddy  
 Barnes, Mrs. Zola, Rt. 3, Johnson City

Barret, Mrs. Reed, Arlington  
 Barry, Mrs. Louise P., 3501 Byron Ave., Nashville 5  
 Bateman, Mrs. H. L., Stratton School, Madison  
 Bell, Darleen, Richland School, Nashville  
 Bell, Gerald L., 2630 Washington Pike, Knoxville  
 Bell, Nellie, 616 E. Brow Rd., Lookout Mountain  
 Benson, Mrs. Edna B., Mooreland Heights School, Knoxville  
 Benton, Lula, 304 Highland Ave., Jackson  
 Biggs, R. O., Beaumont School, Knoxville  
 Billingsley, Mrs. G. L., Donaldson School, Chattanooga  
 Bland, Andrew B., 2195 Marble Ave., Memphis  
 Borders, James W., Washington School, Kingsport  
 Bower, Thomas C., Arnold Memorial School, Cleveland  
 Boyd, Vera, 1842 Evelyn, Memphis  
 Branch, Mrs. Martha, Lucy  
 Brent, Mary, 207 Fairfax Ave., Nashville  
 Brixey, Helon, 912 Walnut St., Knoxville  
 Brown, Mrs. A. S., Murphy School, Nashville 4  
 Brown, Julian C., Smith School, Chattanooga 3  
 Buckner, J. L., 951 Texas St., Memphis  
 Burkhardt, Mrs. Aline, Lockeland School, Nashville 6  
 Burrow, Mrs. Rachel, Arlington  
 Cage, Marie, Eakin School, Nashville 5  
 \*Campbell, Mrs. T. H., 286 W. Deaderick, Jackson  
 Cardwell, Ross L., Corryton  
 Cartwright, Priscilla, Taylor School, Memphis  
 Cason, Mrs. Margaret F., Arlington  
 Cate, Margaret, 507 N. 14th St., Nashville 6  
 Catron, Mrs. Lena, 310 S. 11th St., Clarksville  
 \*Chenault, Robert N., Warner School, Nashville 6  
 Clabough, Hugh C., 706 Mt. Vernon Circle, Chattanooga 5  
 Cockran, Mrs. Adelaide, Rt. 2, Antioch  
 Coe, Mrs. Rosia Patton, 1609 Holly St., Nashville  
 Cole, O. C., 115 Pine St., Jackson  
 Cooper, Mrs. E. C., Collierville  
 Cowell, Grace, Sequoyah School, Knoxville 16  
 Crittenden, E. L., 1560 Florida St., Memphis 9  
 Curtiss, Merle, 163 Hurt St., Jackson  
 Dance, Mrs. Loyd, Normandy  
 Davis, W. B., Williams Ferry Rd., Nashville 6  
 Dean, Dorothy, Collierville  
 Deen, Pearl, Bruce School, Memphis  
 Dodd, Herbert R., Cedar Hill School, Oak Ridge  
 Downer, Mrs. E. M., 308 E. Clinch Ave., Knoxville  
 †Duyck, I. W., Oakwood School, Knoxville  
 Emerson, Don N., Elementary School, Franklin  
 Englert, Mrs. E. B., 2110 Waters Ave., Nashville 6  
 Erranto, J. W., Tarbox School, Nashville 4  
 Field, Mary, Centerville  
 \*Forrest, Bertha, 1162 Peabody, Memphis 9  
 \*Fry, Elouise W., Dan Mills School, Nashville 6  
 Furney, Charles P., 467 East Dr., Oak Ridge  
 Galloway, Donnell M., Park City-Lowry School, Knoxville  
 Gandy, Sarah B., Rt. 3, Box 252, Memphis  
 Garrison, Harrell E., George Peabody College for Teachers, Nashville 4  
 Gibbs, Lacy, Leoma  
 Gilliam, Mrs. Norris, Goodlettsville  
 Goforth, Douglas, Box 385, Tracy City  
 Greene, Zella Mae, 911 W. Hill Crest, Johnson City  
 Griesbeck, Joseph G., Jr., Riverside School, Memphis  
 Griffin, Mrs. Horace, Arlington



- Grimes, Edith, 901 N. 16th Ave., Nashville  
 Groomes, Stella Mae, 414 N. 16th St., Nashville 6  
 Grubb, Mrs. Muriel C., 1000 Dodds Ave., Chattanooga 4  
 Gruber, R. F., Rt. 2, Smyrna  
 Ham, M. Lucile, 1957 Lyndale Ave., Memphis  
 Hardy, J. H., 510 Owen St., Knoxville 15  
 Harris, E. H., Baxter School, Nashville 6  
 Harvey, Mrs. Lavona S., Rt. 1, Lenoir City  
 Hatley, Guy, 1100 Eastdale, Nashville 6  
 Haynes, Mrs. Clara P., 609 Houston St., Chattanooga 3  
 Hendon, Florence S., Gateway and Granny White, Nashville  
 Hinton, Janie, James School, Eads  
 Hogle, Elizabeth B., 2301 Elliston Pl., Nashville 5  
 Homan, Janie, 105 Ridgeside Rd., Chattanooga 4  
 Honsborough, Lucile, 746 Georgia, Memphis 5  
 Hooper, Anna E., 1311 Clay St., Nashville  
 Hornaday, W. O., 237 S. Seminole Dr., Chattanooga 4  
 Hovious, Mrs. Mary, 2511 Natchez Trace, Nashville 5  
 Hurt, Frances, McCann School, Nashville 9  
 Hurt, Ruth, 134 Carlisle Hall, Oak Ridge  
 Hyder, Alice, Riverview Rd., Elizabethton  
 Hyder, Gretchen, East Tennessee State College, Johnson City  
 Isam, Mrs. Inez, 4008 Granny White Rd., Nashville  
 Jahn, Erich W., Lookout Mountain  
 James, Mrs. Jack, Joelton  
 Johnson, Mrs. Iris H., Elementary School, Powell Station  
 Johnson, Margaret, 1743 Galloway Ave., Memphis  
 Johnson, W. C., Kirkland Avenue School, Chattanooga 10  
 Jones, Mrs. Bertha, Wade School, Nashville  
 Jones, Eunice, Clemons School, Nashville 4  
 Key, G. A., Orchard Knob School, Chattanooga 4  
 Leath, Mary, 1179 Faxon, Memphis 7  
 Leavell, Dr. Ullin W., Prof. of Educ., George Peabody College for Teachers, Nashville  
 Lester, Mrs. Nancy Cooke, Rt. 2, Box 147, Memphis  
 Lett, Howard C., Elementary School, Dyer  
 Little, Mrs. Lillian Hannah, Robertson Academy, Nashville  
 Lotzpeich, Mrs. Ethel W., 176 S. Crest Rd., Chattanooga  
 \*Loy, H. G., Gibbs Avenue School, Corryton  
 Mackey, Pearl, Cummings School, Memphis  
 Mathis, Mrs. G. C., 2607 Oakland Ave., Nashville 4  
 May, Mrs. Amanda B., Park Avenue School, Nashville 9  
 McBee, Floyd T., Rt. 3, Concord  
 McGehee, Charlie Irene, Robert E. Lee School, Paris  
 McGehee, W. Ross, Glenwood School, Oak Ridge  
 Merriwether, M. D., 808 N. Hays Ave., Jackson  
 Miller, Mrs. Jonnie M., 605 Garden Ave., Knoxville 18  
 Miller, Lola, High School, Van Leer  
 Montague, Annie L., 126 Woodrow St., Jackson  
 Morrison, M. L., Bruce High School, Dyersburg  
 Moss, Martha, Ross School, Nashville  
 Murphy, Mrs. Mary E., 1087 Walk Pl., Memphis 6  
 Nicholson, W. S., 228 Cansler St., Knoxville 16  
 O'Neal, Robert, Howell School, Clarksville  
 Orr, Robbie, 1800 Jefferson St., Chattanooga  
 Owen, Mrs. P. M., Dunbar School, Johnson City  
 Parham, Mary E., Buena Vista School, Nashville  
 Parker, Hilary D., Linden School, Oak Ridge  
 Parkinson, Rose, Gordon School, Memphis 7  
 Parks, Mrs. Ruth R., Elementary School, Antioch  
 Parks, Mrs. Sadie, Hamilton School, Nashville  
 Pate, Florence, 1867 Rainbow Dr., Memphis 7  
 Patterson, Frances, Donelson  
 Patterson, W. C., Malesus  
 Patton, Mrs. Irene H., Henry School, Chattanooga  
 Pedigo, Mrs. Lillian A., Vestal School, Knoxville  
 Plummer, Lois D., Sunset Gap School, Newport  
 Powell, Mrs. Kathryn, 1537 Peabody, Memphis  
 Powers, Mrs. Ross, Dandridge  
 Rawls, Flora, State Training School, Memphis  
 Reeves, Mrs. W. E., Crichtow School, Murfreesboro  
 Richardson, Eleanor, Maury School, Memphis 7  
 Richardson, Julia Ruth, East Brainard School, Chattanooga  
 Ridgway, Mrs. Caroline H., 921 Madison St., Clarksville  
 Roberts, Dewey W., Heiskell School, Knoxville  
 Robinson, Lavinia, 1700 Riverside Dr., Nashville 6  
 Robinson, Lessie Mai, Bell School, Dyersburg  
 Robinson, W. T., Carpenter School, Chattanooga  
 Rochelle, J. H., Box 64, Ripley  
 Roland, H. I., Bartlett School, Bartlett  
 Rudisill, Zelia I., 1571 Humbert St., Memphis 6  
 Sanders, Mary, 1481 Rosemary Lane, Memphis 4  
 Sandusky, Evelyn, Lincoln School, Kingsport  
 Saunders, Mrs. La Verne, 3688 Jackson Ave., Memphis  
 Seay, Robert, Burton School, Nashville  
 Sebralla, Edna, 1756 Carr Ave., Memphis 4  
 Sevedge, Mrs. Katherine B., Oakville School, Oakville  
 Shelton, Mrs. Lois, Brunswick  
 Signaigo, Katherine, Normal Park School, Chattanooga 5  
 Simmons, Winton, Treadwell School, 920 N. Highland, Memphis 12  
 Simpson, R. J., Murfreesboro  
 Sims, Iva, 1715 Hays St., Nashville  
 Sliger, I. T., 2821 Magnolia Ave., Knoxville 15  
 Smith, Mrs. Mary M., 623 Vine St., Chattanooga 8  
 Southall, Dr. Maycie K., George Peabody College for Teachers, Nashville 4  
 Staggs, Hannah E., Crestview  
 Sterling, Nancy, 229 Elmwood St., Knoxville  
 Sugg, Mrs. Martha H., Westover Dr., Nashville 5  
 Sweeney, H. F., 1423 Eastland Ave., Nashville  
 Talley, Lucile, 1904 Fatherland St., Nashville 6  
 Tate, W. M., Dupont School, Old Hickory  
 Taylor, H. D., Clarkrange  
 \*Terry, Roy B., 306 Clifton Hills, Chattanooga  
 Thomas, R. Lee, Dir. of Elem. Schools, 228 Memorial Bldg., Nashville 3  
 Thrasher, J. A., Livingston  
 Trimble, Mrs. Ina, 2813 Blair Blvd., Nashville 5  
 Trotter, F. H., 125 N. Seminole Dr., Chattanooga  
 Turner, T. O., Hill School, Memphis 5  
 Underwood, R. H., 720 Parkway Ave., Fountain City  
 Vaughan, Mrs. Alynne J., Rt. 6, Nashville 9  
 Walker, Elenora, Board of Education, Chattanooga

Walker, Mrs. Margaret L., Christine School, Memphis 7  
 Wallace, Elizabeth H., 162 E. Webster, Memphis 5  
 Wicker, Annette, West View School, Knoxville  
 Wells, Word, Volentine School, Memphis  
 Williams, Mrs. Johnetta K., Ft. Cheatham School, Chattanooga 7  
 Winton, Ruth, Petros  
 Woodard, Dorothy, 323 Georgia Ave., Chattanooga 3  
 Woody, James E., 108 Cherry St., Mt. Pleasant  
 \*Woodard, Mrs. J. W., 1226 17th Ave. S., Nashville  
 Wright, Mrs. Charles, Sunnyside School, Chattanooga 4  
 Young, Mrs. Irene L., 4801 Utah Ave., Nashville 5

## TEXAS

\*Adkins, Mrs. Teeny D., Box 411, Refugio  
 Allen, Mrs. H. B., Jr., Northside School, El Campo  
 Allen, Hollis H., Reinhardt School, Dallas  
 Allen, T. G., Elizabeth School, Corpus Christi  
 Allen, Mrs. T. R., Box 235, Aransas Pass  
 Allen, Wilma, 4721 Red River, Austin 22  
 Allison, Mrs. Louise F., Rt. 2, Plainview  
 Anderson, Mrs. Amelia B., 3901 Van Buren St., El Paso  
 Andrews, J. O., 5100 El Campo, Ft. Worth  
 \*Andrus, H. McKee, Rosenberg School, Galveston  
 Anthony, J. M., Fair Park School, Abilene  
 Antwine, Ethel, Box 272, Alvarado  
 Appling, Mrs. Kate M., Prairie Lea  
 Archer, Mrs. W. T., 4427 Airline Dr., Houston  
 Armstrong, Alma M., Travis School, Corsicana  
 Armstrong, Mrs. Eva, Rt. 1, Alvin  
 Armstrong, J. H., 900 E. Main St., Kilgore  
 \*Arnold, E. E., 419 University Ave., San Antonio 1  
 Arrendondo, Mrs. C. M., 610 Garza, Del Rio  
 Ashberry, Mrs. Willie F., 1216 Dey St., Dallas 10  
 Ashburn, Katherine, Sagamore Hill School, Ft. Worth  
 Austin, Frank D., Box 1309, Port Arthur  
 Bain, W. A., Laidlaw Bros., Dallas  
 Baird, Delila, Box 121, Rotan  
 Baker, F. R., Olney School, Olney  
 Ballew, Jim O., 1142 Hickory St., Abilene  
 Banks, Lucy, 622 W. Agarrta, San Antonio  
 Barnett, Thomas Fred, Austin School, Wichita Falls  
 Barrow, Mammie Dell, 2101 Willow, Austin  
 Barton, Mrs. Ruth, Rt. 2, Box 10, Wellington  
 Bates, Kyle K., Box 490, Kilgore  
 Bean, Mrs. Vera, 85-A Washington St., Orange  
 Beane, Robert D., Sr., Co. Supt. of Schools, Edinburg  
 Becker, Eugenia, Cockrell Hill School, Dallas  
 Bell, Mrs. Kate A., 4368 Blodgett, Houston  
 Bell, Nona L., Carr School, Dallas  
 \*Benthall, Herman F., 613 S. Palace Ave., Tyler  
 Berry, Esther M., 1409 Taylor St., Wichita Falls  
 Bevis, R. E., 628 S. 12th St., Waco  
 Bird, Nettie, 2023 Mitchell, Waco  
 Blackman, Mrs. Clara B., Box 494, Kingsville  
 Blackwell, Mrs. Hazel V., Austin School, Weslaco  
 Blanton, J. H., 405 W. Pylon, San Antonio 4  
 Blasingame, C. T., Austin School, Corpus Christi  
 Bobbitt, Hubert L., Rt. 3, Longview  
 Boone, Mammie E., 132 E. 12th St., Dallas 8  
 Boren, Gladys, Arcadia Park School, Dallas  
 Boren, J. F., Valley View School, Abilene  
 Bosse, Mrs. Edyth R., 227 N. Rosemont, Dallas 11  
 Boston, J. M., Roscoe

Boucher, C. H., Ward School, Karnes City  
 Bounte, Mrs. Libbie P., 2302 Dowling St., Houston 4  
 Bowden, M. G., Wooldridge School, Austin  
 Bowen, Mrs. Lois, Magnolia School, Beaumont  
 Bowles, D. Richard, 1503 Newfield Lane, Austin  
 Boyles, Oia E., 807 Fairmont St., Amarillo  
 Boyles, Reba S., 3201 Oakdale, Houston  
 Bradford, W. T., 3208 Mt. Vernon, Ft. Worth  
 Bradshaw, Pauline, Lamar School, Port Arthur  
 Brand, Erwin, South Gate School, Corpus Christi  
 Brashear, Mrs. Jummie Tyler, Darrell School, Dallas  
 Brecheen, R. E., 130 12th St. S.E., Paris  
 Bridwell, Myrtle, 4009 Avenue G, Austin 22  
 Bright, J. B., 211 Forest Ave., Cleburne  
 Bronstad, Millie, Clifton  
 Brown, Caroline H., 939 E. Mistletoe, San Antonio 2  
 Brown, Mary Alice, Box 85, Velasco  
 \*Buck, Cecil E., 2414 Sixth St., Lubbock  
 Buck, J. T., Evans School, Corpus Christi  
 Budd, Harrell, 6210 Reiger Ave., Dallas  
 Burk, Percy B., Gaston School, Jonerville  
 Burk, V. C., 32 Vaughn Dr., Houston  
 Burke, Margaret E., 720 W. Poplar St., San Antonio  
 Burkett, Mrs. L. R., Box 342, Haskell  
 Burks, Mrs. Betty Mae, Box 385, Rice  
 Buttz, J. Marshall, Box 337-A, Rt. 2, San Antonio 1  
 Caradine, Jane C., 1735 Marshall St., Houston  
 Carl, Geneva, 3345 Wichita, Houston  
 Carlson, Mrs. Nils, Lyford  
 Carraway, Alleen, 724 W. First Ave., Corsicana  
 Carrell, Mrs. Jesse, Box 378, La Marqua  
 Catledge, Faye, John Henry Brown School, Dallas  
 Cawyer, J. A., 219 E. Park, Orange  
 Chambliss, S. W., Ogden School, Beaumont  
 Chapman, L. L., Highland Park School, Texarkana  
 Chrisman, Julia, 3030 Willing, Ft. Worth  
 Clark, Mrs. John, Rosebud  
 Clay, S. C., Box 1509, San Angelo  
 Clayton, Mrs. W. G., Columbus  
 †Clifton, H. Lee, Supt. of Schools, Falfurrias  
 Clover, Vida N., San Juan School, San Juan  
 Coates, Grady L., Box 55, Terrell  
 Cobb, Mrs. Sallie E., Bruni  
 Collier, Mrs. Villa, 201 W. Huff, San Antonio 4  
 Cookenboo, Daisy, 2002 Brun St., Houston 6  
 Cooner, Mrs. Naomi B., General Delivery, Rochester  
 Couch, Mrs. O. D., Looscan School, Houston  
 Coughran, Stanley, Pleasanton  
 Cowley, Herman, Richard Lagow School, Dallas  
 Cox, John H., Bonner School, Tyler  
 Crabtree, Elizabeth, Stephen F. Austin School, Grand Prairie  
 Cramford, Mrs. Mildred, 303 Western Ave., Orange  
 Crews, Rachel M., Grapevine  
 Crockett, Pearl, 3917 Trowbridge St., El Paso  
 Culwell, Myrtle, 2317 Ashland, Ft. Worth 7  
 Cunyus, George G., James Bowie School, Dallas  
 Cyphers, E., 315 Calloway, Marshall  
 Daniel, Maud C., 2425 McFerrin, Waco  
 †Darnell, W. L., Zavala School, Austin  
 Davidson, Violet B., 1109 Polk St., Amarillo  
 Davis, J. M., DeQueen School, Port Arthur  
 Davis, Preston E., Box 82, Denver City  
 Davis, S. B., Travis School, Corpus Christi  
 Day, Mrs. James B., Box 153, Rotan  
 Delany, F. M., 1500 Singleton, Dallas 4  
 \*Dent, Charles H., 6759 Avalon St., Dallas  
 Doerr, Marvin F., Box 275, New Braunfels  
 Doty, Mrs. R. E., Montrose School, Houston  
 Douglass, Mrs. Louise, 1918 Rosewood St., Houston 4

- \*Duke, Ralph L., 244 N. Magdalen St., San Angelo  
 Durrett, W. P., Winnetka School, Dallas  
 Eaton, Mrs. Fronia S., 538 W. Agarita, San Antonio  
 Eldredge, Mrs. Louisa M., 2218 Tangley Rd., Houston  
 \*Emig, Dorothy, 2930 Lebanon, El Paso  
 Eppler, Mame, 2325 Lipscomb, Ft. Worth  
 Eney, Fred G., Colonial School, Dallas  
 Erwin, Gale, Box 1883, Odessa  
 Farley, C. A., Merkel  
 \*Farrar, J. Curtis, 209 E. Van Weck St., Edinburg  
 Farrar, W. W., 300 N. Reynolds St., Alice  
 Festherston, Ben, Grade School, Big Lake  
 Ferguson, Virgil W., South Park School, Beaumont  
 \*Fertsch, L. M., Rt. 5, Box 211, Austin  
 Fisher, G. N., 3540 Avenue E, Ft. Worth  
 Forsyth, Norma, Austin School, Marshall  
 \*Foster, A. N., Sul Ross State Teachers College, Alpine  
 Foster, Inez, 106 Brittany Dr., San Antonio  
 Franklow, Trannie, Elementary School, Navasota  
 Fronbarger, Elva, Box 357, Canyon  
 Fultz, A. D., Ward School, Floydada  
 \*Gamill, James R., 2218 Eighth St., Lubbock  
 Gardner, Maurine, East Ward School, Carrizo Springs  
 Garner, James W., General Delivery, Sander son  
 Garrett, Major T., Box 521, Goose Creek  
 Gatewood, Gordon, Box 581, Tulsa  
 Germany, John L., San Jacinto School, Galveston  
 Gibbons, J. L., Box 871, Gladewater  
 Gibbs, Lida, 1501 Shafter St., San Angelo  
 Gibson, Louise, Travis School, San Antonio  
 Gibson, Weldon, Lamar School, Corpus Christi  
 Gilley, Matthew B., 1900 Carroll St., Beaumont  
 Gilley, Mollie Jim, 1812 Rosedale, Houston  
 Gilmore, J. E., 3522 Pondrom St., Dallas  
 \*Glass, Nina B., Sanger School, Waco  
 Glazener, S. M., Roberts School, Dallas  
 Glmp, Mrs. Isie T., 417 E. Locust St., San Antonio  
 Gooden, J. E., 3254 Berry Ave., Houston  
 Gordon, Fred, Box 96, Olton  
 Grady, Annie, 202 W. Rio Grande, El Paso  
 Grady, Margaret, 3403 Gaston St., Dallas  
 Graham, W. S., Lamar School, McAllen  
 Grant, Boston P., 117 S. Comanche St., San Marcos  
 Graves, Harold, 4078 Hampshire Blvd., Ft. Worth  
 Gray, Z. B., West Main School, Uvalde  
 Green, E., Box 14, Liberty  
 Green, O. Harlos, 2118 N.W. 23rd St., Ft. Worth  
 Greene, P. H., Supt. of Schools, Webster  
 Greenwood, Mrs. Louise T., 602 Park Ave., Orange  
 Griffin, Modene, South School, Elgin  
 Griffin, W. O., Drawer 27, Waco  
 Guzzard, Mabel Youree, 711 W. Main St., Waxahachie  
 Gross, Homer R., Sam Houston School, Edinburg  
 Grove, Charlotte, 2020 Carleton, Ft. Worth  
 Guerry, Royce H., Morningside School, Ft. Worth  
 Gullidge, W. D., 326 Jeannette St., Abilene  
 Gustavson, Ruby, Box 1374, Kingsville  
 Guy, Mrs. Irma B., Kirbyville  
 Hall, Susan J., 407 Parland Pl., San Antonio  
 Hamilton, Lottie M., 1434 New York Ave., Ft. Worth  
 Hamilton, William A., City Park School, Dallas  
 Hardy, J. E., Rt. 1, Box 398, El Paso  
 Hargrove, Mrs. Edna M., 1514 W. Alabama St., Houston  
 Harris, Dorothy Mae, Box 85, Overton  
 Harris, John F., 3520 Normandy St., Dallas  
 Harris, Lucille, 20 S. Emerson, San Antonio  
 Harris, Robert, Furman School, Corpus Christi  
 Harris, Viola, Martin School, Robstown  
 Hartt, Mrs. A. U., Lovelady  
 Harvey, A. D., Box 1255, Kingsville  
 \*Harvin, Mrs. R. R., 32 North Street Sta., Nacogdoches  
 Haynes, Ida, 301 E. Brown St., Innis  
 Haynie, W. F., East Ward School, Borger  
 Head, Mrs. Frances, Box 212, Grand Saline  
 Helmer, H. A., 717 Cherry St., Graham  
 Heilig, Irma R., 119 Page Dr., San Antonio  
 Hemphill, Floyd A., Margaret Willis School, Amarillo  
 Hencarling, Paul, 1005 14th Ave., Port Arthur  
 Higgins, Annie, 916 W. Mistletoe, San Antonio  
 Higgins, Gertrude, 1015 N. Florentine Ave., El Paso  
 \*Higgins, Stella, 916 W. Mistletoe, San Antonio  
 Hill, Ishmael, Dir. of Elem. Educ., Lubbock  
 \*Hill, J. Fritz, 2601 Evans Ave., Ft. Worth  
 Hill, Lennon, 2207 28th St., Lubbock  
 Hines, Carl J., 3908 Wilder St., Dallas  
 Hodges, Lucian E., Sam Houston School, Denison  
 Hoffman, H. G., East Van Zandt School, Ft. Worth  
 Hulcomb, Mrs. Mae, Trenton  
 Holland, Herman L., Frazier School, Dallas  
 \*Holman, Sarah, 1505 W. Park Ave., Corsicana  
 Hood, John N., Rt. 3, Box 104, Houston  
 Hooker, Mrs. Emily, St. Anthony Hotel, San Antonio  
 Hopper, B. P., Highlands  
 House, J. T., Stonewall Jackson School, Denton  
 Howell, Natha, 2405 Pearl Ave., Ft. Worth  
 Hubach, Mrs. Elizabeth H., Box 1245, Edgewood  
 Hudson, D. R., 505 N. E. Sixth Ave., Mineral Wells  
 Huff, Mrs. Beula, 1565 W. Fifth Ave., Corsicana  
 Huff, Dr. Z. T., Howard Payne College, Brownwood  
 Huffman, Mrs. Margaret P., South Marshall School, Marshall  
 Hughes, J. Lyndal, Supt. of Schools, Tahoe  
 Hunter, E. L., Horace Mann School, Amarillo  
 Hurley, Forrest, Riverside School, Ft. Worth  
 Hurst, A. S., Giles School, Beaumont  
 Immon, Ethel, 600 S. Sloan Ave., Kerens  
 Isham, Opal, Box 96, Aransas Pass  
 Jackson, C. J., 600 W. Grand, Borger  
 Jacobs, R. C. T., 6419 Velasco Ave., Dallas  
 \*Jacquet, J. Martin, 938 E. Terrell Ave., Ft. Worth  
 Jameson, Mrs. Naomi, 2911 Savannah, El Paso  
 Jarrott, R. A., 2012 McGregor St., Waxahachie  
 \*Jay, Ike W., Alta Vista School, Abilene  
 Johnson, Ruth E., Box 893, Alamo  
 \*Johnson, W. L. D., 2415 Dowling St., Houston  
 Johnston, E. D., Preston Hollow School, Dallas  
 Jones, Carroll R., George West  
 Jones, Charles L., 4515 Rosedale Ave., Austin  
 Jones, Gerald A., Lubbock School, Houston  
 Jones, Ruby M., 937 N. 17th St., Waco  
 \*Jones, Verma, 2247 Bartlett St., Houston  
 Jordt, Eric B., 318 Maverick St., San Antonio  
 Jorgensen, Mrs. Wilma P., Bonner School, Houston  
 Kane, S. D., 1823 Nolan St., San Antonio  
 Kantz, Paul T., Box 248, New London

- Keeble, Millicent, 2100 Park Pl., Ft. Worth 4  
 Keeney, Mabel, 2931 Aurora St., El Paso  
 Kelley, H. M., Route 2, Comanche  
 Kelly, Miss Jo, 2010 Lee Ave., Ft. Worth  
 Kennerly, Mrs. Jack S., 405 Pine, Orange  
 Keyes, Virgil N., Crane School, Crane  
 Kiker, Bernice, 306 W. 12th St., Austin  
 King, Electra D., 935 Pizer St., Houston  
 Kloss, Ellen, Belleville  
 Kollman, Lucille, 1103 W. Seventh St., Taylor  
 Koon, J. Pope, Box 414, Cleburne  
 Koonce, Edwin, Jasper  
 Koonce, H. A., Houston School, Corpus Christi  
 \*Lamb, H. L., Grim School, Texarkana  
 \*Lamb, Jack J., 4007 Rosedale Ave., Austin  
 Langford, Mrs. Jane, 1808 Newning, Austin  
 Langford, M. L., Crossley School, Corpus Christi  
 Lauderdale, Robert D., 685 Palm Ave., Beaumont  
 Leatherwood, Mrs. Rosa, 211 Spring St., Palestine  
 Lee, R. B., 1802 Sixth St., Brownwood  
 Lee, R. C., Box 347, Henderson  
 Lewis, A. B., Box 78, Reagan  
 Lewis, Lurline, Pennsylvania School, Beaumont  
 Linn, Josephine, Colburn School, Orange  
 Liston, Leslie C., 623 Bismark St., Seguin  
 Livingston, T. B., Box 146, Seminole  
 Lloyd, Jessica, 515 College Ave., Ft. Worth  
 Lloyd, S. M., 6126 Golliad St., Dallas  
 Loeffler, H. W., 1322 Hicks Ave., San Antonio 3  
 Logan, Mrs. M. I., 1153 E. Rosedale, Ft. Worth 3  
 Loos, Alfred John, 1615 Garden Dr., Dallas  
 Loyd, R. F., East Hooks School, Hooks  
 Lux, Clara, 1326 S. Fifth St., Waco  
 Mabrito, Dora, 217 S. Zarzamora, San Antonio  
 Macker, Mrs. Catherine, Scott School, Flatonia  
 \*Malone, J. B., 3703 Speedway, Austin 21  
 Manney, Darrell, 1017 Hedgecake St., Borger  
 Martin, F. A., Hirsch School, Corpus Christi  
 Martin, Howard H., Roger Q. Mills School, Dallas  
 Martin, Jack L., Cullen Grimes School, Mineral Wells  
 Mathews, Mrs. Ruth, Winkler School, El Paso  
 Matthews, Ben A., Rosemont School, Dallas 11  
 Matthews, Dr. J. C., Dean, School of Education, North Texas State College, Denton  
 Matthews, Mrs. Lucy Mac, 2127 Saunders Ave., San Antonio 7  
 Mayberry, Mrs. Mary H., Letot School, Dallas  
 Mayhall, Temple B., 3300 Harris Park Ave., Austin 21  
 McCarty, Barney W., 3601 Govalle, Austin 22  
 McConoghy, Mrs. Hazel, 1642 W. Craig Pl., San Antonio 1  
 McCord, T. G., 3125 Yamparika, Vernon  
 McDade, J. C., 2120 Hutchins St., Houston 3  
 McDaniel, B., Supt. of Schools, Denison  
 McDavid, Finis E., Houston Street School, Kilgore  
 McDermand, Esther, Fletcher School, Beaumont  
 McDonald, Donald, Box 136, Beeville  
 McFarland, Adaline, 25 Courtlandt Pl., Houston  
 McGhee, Mildred, Phillips School, Phillips  
 McManus, Mrs. Mabel, 420 S. Maxey, Sherman  
 McMillan, Joseph, 2308 Jordan St., Dallas  
 McWhirter, Mrs. Margaret S., Box 106, Webster  
 McWilliams, Alyce, Box 672, Beaumont  
 Meek, Mrs. Florence A., 3702 28th, Port Arthur  
 Meek, J. Aaron, Sam Houston School, Pampa  
 Melear, Grace, 1618 N. 15th St., Waco  
 Mikulenska, Mrs. L. J., Box 613, Rosenberg  
 Miller, Gladys, 603 Eighth Ave., Ft. Worth 4  
 Miller, Jacksey, 515 W. Elmira St., San Antonio  
 Miller, Mrs. Paul B., Rt. 2, Box 487, Houston  
 Miller, Richard V., Box 214, Hooks  
 Miller, Ruby L., 1064 E. Rosedale, Ft. Worth 3  
 Miller, Sarah C., 1119 Polk St., Amarillo  
 Mitchell, C. Clyde, Central School, Texarkana  
 Mitchell, Don L., 1711 E. Lawrence St., Tyler  
 Mitchell, Mrs. Nan J., Southside School, San Marcos  
 Mohle, Dr. Charles B., 126 Santa Fe Dr., Houston 12  
 Montgomery, W. E., 214 North Dr., San Antonio 1  
 Moon, Mrs. Walter, Box 32, Minden  
 †Moore, C. L., 1704 E. 14th St., Austin 22  
 Moore, Mrs. E. K. Adams, Longview  
 Moore, J. H., 901 W. Grand Ave., Marshall  
 Morris, Wallace M., 522 E. Polk St., Harlingen  
 Morse, Mrs. Alberta, 4011 Trowbridge, El Paso  
 Mosely, Mrs. R. J., 3206 E. Alabama, Houston 4  
 Moses, Elsie, 3220 Hardeman St., Ft. Worth 4  
 Moynahan, Bess, 340 Mary Louise Dr., San Antonio  
 Moynahan, Ruth, 340 Mary Louise Dr., San Antonio  
 Muse, E. W., 124 N. Edgefield St., Dallas  
 Namendorf, Lavina, 902 Redan, Houston 9  
 Napper, Mrs. Gertie M., Box 783, Alamo  
 Nash, Bess S., 728 Peck Ave., San Antonio 4  
 Nation, R. W., 3828 El Campo, Ft. Worth  
 Neal, Elma A., 141 Lavaca St., San Antonio 3  
 Neighbors, Mrs. Alice, 935 Waverley, San Antonio  
 Newsom, H. A., 500 E. 42nd St., Austin 22  
 Nicholls, Mrs. Willie J., 516 E. Euclid, San Antonio 2  
 Nichols, Dr. Claude Andrew, Southern Methodist University, Dallas  
 Norman, Noble T., 2215 Aster St., Ft. Worth  
 Notley, Mrs. Connie E., Box 478, Lockhart  
 Notley, Llewellyn, Supt. of Schools, Teague  
 Nuckols, B. R., Baker School, Pampa  
 Odum, J. N., 1423 S. Eighth St., Waco  
 Olcott, Mrs. Charles T., Ogden School, Beaumont  
 Orr, Louise, 925 Crockett St., Amarillo  
 †Otto, Dr. Henry J., University of Texas, Austin  
 Parr, J. B., Menger School, Corpus Christi  
 Pass, S. E., 1025 Meander St., Abilene  
 Passmore, Bernard, Box 1957, Vernon  
 Paulus, Marjorie, 405 Wiltshire, San Antonio 2  
 Payne, Mrs. Bertha S., 536 Harvard, Houston  
 Pemberton, H. B., Jr., 3707 State St., Dallas 4  
 Penick, L. B., Box 254, Lefors  
 Perkins, Mrs. Joseph M., State Board of Education, Eastland  
 Peters, Mrs. Charles F., 701 Drexel Ave., San Antonio  
 Pevehouse, Mrs. C. D., Corsicana  
 Phillips, Mrs. H. D., Maud  
 Phillips, Lillian, 3530 Tulare, El Paso  
 Phoenix, Portia, 1907 New York Ave., Austin 22  
 \*\*†Pierce, Dr. Thomas E., Vice-Pres., Dept. of Elem. School Prin., Natl. Educ. Assn., Box 3771, Texas State College for Women, Denton  
 Piland, Effie, 700 Willow, Beaumont  
 Pinkney, Mrs. O. B., New Boston  
 Plummer, Leon C., Oak Park School, Corpus Christi  
 Polk, Mrs. G. N., 623 W. Fourth St., Freeport  
 Polk, K. B., 1721 McCoy, Dallas 4  
 \*Pool, Helen, 2495 Cable, Beaumont  
 Porter, E. T., Leverett's Chapel School, Overton  
 Prichard, Paul, 1009 N. Stanton, El Paso

Prine, Irene, 2517 W. Ninth, Corsicana  
 Pumphrey, Jessie Lee, 506 E. Pearce St.,  
 Goose Creek  
 Purl, Annie, 510 W. 12th St., Georgetown  
 Quarles, Mrs. Eloise K., 2711 Fort Ave., Waco  
 Quibedeaux, Mrs. Marguerite M., Davy  
 Crockett School, Galveston  
 Rau, Florence, 38 W. Harris, San Angelo  
 Reagan, G. H., 1910 Mayflower St., Dallas  
 Reaves, Mrs. Grace, Box 124, Iowa Park  
 Reed, H. Garland, Pleasant Mound School,  
 Dallas  
 Rhodes, Mrs. Reuby S., 1913 13th St., Lubbock  
 Rice, B. B., Box 1171, Conroe  
 †Rice, F. R., Blackshear School, 1712 E. 11th,  
 Austin 22  
 Rich, Allye, 2104 Hill Crest, Ft. Worth  
 Rich, Ruth, 604 E. 16th St., San Angelo  
 Richter, T. H., Box 302, Pearsall  
 Ricketts, Lonnie E., 2201 Mesquite, Vernon 2  
 Riddle, Marie Sue, 1618 N. 15th St., Waco  
 Ripple, Elsie Janis, 502 W. Seventh St., Taylor  
 Robbins, Mrs. Roy, Bryant School, Sherman  
 Robertson, Mrs. Pearl, 510 S. Spring Ave.,  
 Tyler  
 Robinson, H. G., Box 103, Panhandle  
 Robinson, Marguerite A., 215 Parklane Dr.,  
 San Antonio  
 Robnett, C. S., Marsh School, Tyler  
 Rogers, R. E., 424 Fay Ave., South San  
 Antonio  
 Roper, Irl, West Columbia  
 Rorie, George C., 3536 McFarlin, Dallas  
 Rowland, Roy H., Goose Creek  
 Russell, Harvey D., Union Grove School,  
 Gladewater  
 Saenz, A. N., Box 544, Benavides  
 Sauer, Elsie, Elementary School, Brackettville  
 Sanderson, J. C., 810 Cage St., Houston 10  
 Savage, Mrs. Ivy G., 2203 28th, Lubbock  
 Scalforn, Mrs. T. N., 301 E. Brown St., Pecos  
 Schaper, Mamie Elsa, 1615- Washington Ave.,  
 Waco  
 Schmitt, Reuben, 2115 Cedar Crest Blvd.,  
 Dallas 16  
 Schnelle, Marvin C., Supt of Schools, Nord-  
 heim  
 Scott, Gladys, Franklin School, Hillsboro  
 Scott, Mrs. Norma Linn, Box 266, Buffalo  
 Scott, O. R., Box 397, Weslaco  
 Seale, Louise, Elementary School, Livingston  
 Sellers, Mary, James S. Hogg School, Dallas  
 Sharp, Mrs. Gertrude M., 1020 Palm Blvd.,  
 Brownsville  
 Sheffield, N. M., 1125 Hickory St., Abilene  
 Shelton, R. C., 1910 East Ave., Austin  
 Shrader, John H., Box 891, Baird  
 Shulkey, B. C., 3245 Waits St., Ft. Worth 4  
 Shumate, Zelpha E., 6536 Buffalo Speedway,  
 Houston 5  
 Sides, Wesley K., Palestine  
 Silber, Mrs. Paul G., 1919 Cincinnati Ave.,  
 San Antonio  
 Simons, Gladys, Rt. 6, Box 543, Ft. Worth  
 Singleton, Cecil A., 1015 E. Mulkey, Ft.  
 Worth  
 Smart, N. C., Junior High School, San Angelo  
 Smart, Mrs. Stella, Averill School, Beaumont  
 Smith, Mrs. Carrie Lou, Roberts School,  
 Houston 5  
 Smith, Clell R., 610 N. River, El Paso  
 Smith, Ella J., 1316 Clover Lane, Ft. Worth  
 Smith, G. S., 520 Lake Dr., Taylor  
 Smith, George R., Elementary School, McKin-  
 ney  
 Smith, Mrs. Georgia R., 210 E. Carson St.,  
 San Antonio 8  
 Smith, Mrs. Pauline C., Box 394, Hemphill  
 Smith, Dr. Raymond A., Box 278, Texas  
 Christian University, Ft. Worth 9  
 Smith, Weldon A., Heath School, Corpus  
 Christi

Spann, Ida Mae, 1810 Lucille St., Wichita Falls  
 Spradley, E. S., Tyrrell School, Port Arthur  
 Spradling, W. L., 917 E. Pierce, Harlingen  
 Sproul, Ora, 209 E. Harris St., San Angelo  
 †Standish, Ella, 1722 Wroxtton Ct., Houston  
 Stark, Helen V., 414 Florida St., San Antonio 3  
 Steele, Helen C., 1601 S. Shepherd Dr.,  
 Houston  
 Stephenson, Zach T., Travis School, Houston  
 Sterling, Randall F., Booker T. Washington  
 School, Galveston  
 Stewart, Mrs. Emaline O., Wilson School,  
 Houston  
 Stewart, Mrs. Malvin, Box 306, Huntsville  
 Stigler, W. A., Banks Upshaw Co., Dallas  
 Stoker, Dr. Spencer, Texas State College for  
 Women, Denton  
 Stovall, Fanjane, 1204 Buck, Ft. Worth 4  
 Strain, Lillian B., Hodges School, Ranger  
 Stroud, Richard E., Maple Lawn School, Dallas  
 Studley, Mrs. Hattie E., 382 Meredith Dr.,  
 San Antonio 1  
 Stulting, Mrs. Elsa G., Wharton School,  
 Houston  
 Swann, Alicia, 2931 Aurora St., El Paso  
 Tarlton, J. F., 3627 Travis Ave., Ft. Worth  
 Tarlton, O. A., 2100 Refugio St., Ft. Worth  
 †Tatum, Robert T., 1965 Poplar St., Beaumont  
 Taylor, Lamar, 1109 N. Stevens St., El Paso  
 Taylor, W. R., 506 W. Acheson, Denison  
 Taylor, William H., 18 E. Ave. G, San  
 Angelo  
 Thigpen, Zara V., 705 S. 12th St., McAllen  
 Thomas, Josephine, Horace Mann School,  
 Pampa  
 Thomas, Lilla, 3031 Piedmont, El Paso  
 Thompson, L. E., Box 611, Marshall  
 Thompson, Vera, 657 S. Jennings, Ft. Worth  
 Thurman, Stella, 2206 Seventh St., Lubbock  
 Tribble, P. G., 122 S. Pleasant St., Hillsboro  
 Trice, G. L., Lamesa School, Lamesa  
 Trow, Mrs. Guy I., 2010 25th, Lubbock  
 Truelson, Julius G., North Hi Mount School,  
 Ft. Worth  
 Tunnell, A. M., Van  
 Turner, J. Frank, 4709 San Jacinto St., Dallas  
 Turpin, Celeste, 2321 W. Rosedale, Ft. Worth  
 Vanlandingham, Gerald D., Rt. 4, Weather-  
 ford  
 Vann, Mrs. Bess Ward, White Rd., San An-  
 tonio 3  
 Walden, C. C., 1523 Travis St., Amarillo  
 Walker, Lloyd H., 709 Sabine Ave., Longview  
 Walker, Mrs. Ollie P., 1806 Sacramento St.,  
 San Antonio 1  
 Waller, Kathryn, 809 Lilac St., Ft. Worth 4  
 Walling, Bessie, Pilot Point  
 Walls, Albert A., 2615 Oakdale, Houston  
 Walton, H. L., Douglass School, Dallas  
 Washburn, C. W., 8022 Grafton, Houston  
 Washington, Mrs. Leola D., Box 499, East  
 Columbia  
 Watts, Mrs. Tom, Akin School, Texarkana  
 Watson, B. H., 1018 Fuller St., Houston 3  
 Watson, H. J., Fisher School, Corpus Christi  
 Weatherly, Eula Mae, Whitaker School,  
 Texarkana  
 Welch, Mrs. Shirley C., Rt. 5, Midway Rd.,  
 Dallas 9  
 Wells, John H., Sam Houston School, Denton  
 West, Ruby, Agnes Cotton School, San Antonio  
 Wheelless, Mayme, Lipscomb School, Dallas  
 Whitaker, J. M., 3208 Richmond, El Paso  
 Whitaker, Mrs. Nell, Cooley School, El Paso  
 Whitehead, Wendell W., Savage School, Cor-  
 pus Christi  
 Whitman, Florence E., 2218 Caroline, Houston  
 Whitmire, Mrs. Ruth R., 5002 Calhoun Rd.,  
 Houston  
 Whitmore, C. W., Goliad School, Galveston  
 Wiggins, Louise, 900 Fogg St., Ft. Worth  
 Wignall, Flavia, Anderson School, Orange

Wilbanks, Charles H., 4590 Magnolia, Beaumont  
 Wilkinson, D. H., 515 E Jackson, Harlingen  
 Wilks, Foy Edward, 1101 Hackberry St., Taylor  
 Williams, Buford W., College Demonstration School, San Marcos  
 Williams, Fred D., Starks School, Dallas 1  
 Williams, Herman G., University Park School, Dallas 5  
 Williams, Narbon B., 601 Texas St., Dallas 1  
 Williams, Mrs. Versia L., 901 Bourline, Ft Worth 2  
 Williamson, Sarah B., 219 E Dewey Pl., San Antonio 1  
 Willford, H. E., 314 W 35th St., Austin  
 Willis, Bonnie, Box 541, Wellington  
 Wilson, Edgar Ellen, State Dir. of Elem. Educ., Austin  
 †Wilson, Frank W., 509 N. Russell St., Pampa  
 Wilson, Mrs. J. M., 221 Chilton St., Marlin  
 Wilson, May, Box 32, Quanah  
 Wilson, Mrs Olga P., 1127 Los Angeles, El Paso  
 Winniford, Mrs. May, 1801 Hatwell, Houston 3  
 Winston, Mary Belle, 416 Vance St., Taylor  
 Winthrop, Alice, 111 E Laurel, San Antonio 1  
 Wiseman, Mrs Pat, 803 Park Blvd., Austin  
 \*Woodard, John L., 2300 Tilden St., Wichita Falls  
 Woodell, Zelda, Grapeland School, Grapeland  
 Woods, Mrs Mabel T., San Jacinto Hotel, Houston  
 Woods, Quata, 7011 Filmore, Dallas  
 †Wright, Mrs Edith D., 2219 San Felipe Rd., Houston  
 Wyatt, Mrs Bella, Sam Houston School, Marshall  
 Yerwood, Mrs Beulah A., 1109 E. Terrell Ave., Ft Worth 3  
 Young, Epsie, Box 620, Orange

## UTAH

Adams, Golden, Central School, Layton  
 Anderson, J. Lee, 1568 S. 13th E., Salt Lake City 5  
 Ashman, Harold, Midvale School, Midvale  
 Bailey, W. S., Box 195, Hyrum  
 Ballam, O. L., Park School, Richmond  
 Barton, George, South Jordan School, Rt 1, Midvale  
 Baxter, Elwood, Rt 1, Box 333, Orem  
 Bennett, Erma, Beaver  
 Blair, Harold W., Rt 1, Box 808, Sandy  
 Cash, Bennett, Union School, Rt 1, Midvale  
 Christiansen, Leon F., Tremonton  
 Christopherson, L. C., Garland  
 Clark, Arthur O., 4578 S. Russell, Salt Lake City 7  
 Coombs, H. Ross, Honeyville School, Honeyville  
 Cooper, Henry R., 143 S Second W., Logan  
 Crane, Alma E., 185 Vine St., Murray  
 Crosgrove, Nell, 326 E South Temple, Salt Lake City  
 Debbs, Philip W., 4812 Memory Lane, Salt Lake City 7  
 Fisher, Ira M., Milford  
 Frei, Clark, 875 E. Sherman Ave., Salt Lake City 5  
 Goodman, Russell H., 1721 Garfield Ave., Salt Lake City 4  
 Greenwell, Clifton C., 431 Ninth Ave., Salt Lake City  
 Gubler, John G., 1229 E Whitlock Ave., Salt Lake City 5  
 Gunderson, J. D., 128 S Third E., Brigham City  
 Haan, Aubrey E., 1230 S. 20th E., Salt Lake City 5

Hale, Howard H., Box 42, Portage  
 Hales, Lynn, Edison School, Salt Lake City 4  
 Hammer, Mary M., 842 Coatsville Ave., Salt Lake City 5  
 Hansen, Eva M., 29 S. State, Salt Lake City  
 Hinckley, Mrs. Lois, 3595 S. 27th E., Salt Lake City  
 Hollands, Estelle, 2766 Grant Ave., Ogden  
 Hulet, Oscar J., Cedar City  
 Jackman, Mark A., 6015 S. 13th E., Salt Lake City 7  
 Jenkins, Joseph, Douglas School, 668 S 13th E., Salt Lake City 2  
 Jensen, N. Howard, 35 N First W., Tooele  
 Jessup, Sylmar G., Lewiston  
 Jorgensen, H W., West Jordan School, Rt 1, Midvale  
 Keeler, Ralph, Draper School, Draper  
 Kiser, Freda, 1452 E. 27th S., Salt Lake City 5  
 Knowlton, George Q., Farmington  
 Lemmon, C. C., 857 E Ramona Ave., Salt Lake City 5  
 McBride, Mrs. Florence G., Polk School, Ogden  
 \*Merrill, Ray S., Elementary School, Pleasant Grove  
 Metcalf, L. D., 1232 E 33rd S., Salt Lake City 5  
 Morgan, Margaret E., 283 E South Temple, Salt Lake City  
 Munns, Farrell A., Adams School, Logan  
 Nielson, Harold W., Bingham Central School, Bingham Canyon  
 \*\*†Nielson, Lester J., Vice-Pres, Dept of Elem School Prin, Natl Educ Assn, 724 Windsor St, Salt Lake City  
 \*Nyman, Emil, 946 E 17th S., Salt Lake City  
 Olsen, Marion J., 893 E Second S., Provo  
 Pickell, Constance, 513 N Tenth W., Salt Lake City 3  
 Poulsen, Frank G., 1521 S Ninth E., Salt Lake City  
 Pyke, Mrs. Eva K., 171 First Ave., Salt Lake City 3  
 Randall, E Laura, 453 Washington Blvd., Ogden  
 Rice, V T., 1115 S Fourth E., Bountiful  
 Roby, Mrs. Inez, 345 E Third S., Salt Lake City 2  
 Ryberg, Edith, 1227 S 15th E., Salt Lake City 5  
 Sanderson, Reed, Sandy School, Sandy  
 Schroder, L. D., 1543 Michigan Ave., Salt Lake City 5  
 Smith, James S., 5012 S. 22nd W., Salt Lake City  
 Soderquist, Oscar, R D, Delta  
 Soellberg, Charles E., 1264 Westminster Ave., Salt Lake City  
 State, Fred C., 550 N Sixth E., Provo  
 Thompson, Burton M., 373 H St., Salt Lake City  
 Thompson, N. K., Riverton School, Riverton  
 Tobler, Ezra, 2271 S 20th E., Salt Lake City  
 Waldron, Virgil C., Elwood School, Tremonton  
 Walker, F. Earl, 2585 E Evergreen St., Salt Lake City 5  
 Webb, Nathan H., 1311 E. Stratford Ave., Salt Lake City 5  
 Williams, James R., Elementary School, Grantsville  
 Williams, Margaret, 1954 S Ninth E., Salt Lake City 5  
 Wrigley, Raymond B., 2149 Green St., Salt Lake City  
 Worthen, Paul, 3240 S 23rd E., Salt Lake City  
 Worthen, Vernon, St George

## VERMONT

Bean, Francis I., Meldon School, Rutland

Bodine, Ruth B., 119 Spring St., Bennington  
 \*Burns, A. Viola, Lincoln School, Rutland  
 Corcoran, Mary E., 47 East St., Rutland  
 Cotey, Mrs. Margaret Sears, Converse School,  
 Burlington  
 Curtis, Miss Bessie M., 27 Linden St., Wood-  
 stock  
 Goodrich, Martha C., Green Street School,  
 Brattleboro

## VIRGINIA

Acton, Mrs. Virginia L., 200 N. View Ter.,  
 Alexandria  
 †Addis, Dr. Cornelia S., 3208 Hawthorne,  
 Richmond  
 Allen, Mrs. Sylvia D., Woodlawn School,  
 Woodbridge  
 Amoss, Catherine, College Apts., Salem  
 Bagby, George F., 232 N. Greenbrier St.,  
 Arlington  
 Barnett, Mrs. Pearl F., 1700 Taylor St.,  
 Lynchburg  
 Bauserman, James E., 102 W. Cameron Rd.,  
 Falls Church  
 Beale, Elizabeth, 1128 N. Stuart St., Arlington  
 Benson, Virginia, Sherman School, McLean  
 Bernard, Mrs. Mary D., 429 Washington Ave.  
 S. W., Roanoke 16  
 Beley, Elma, Rt. 2, Alexandria  
 Bewerley, Mrs. F. C., Whitnell  
 Bibb, Mrs. E. K., 506 Moore St., Bristol  
 Bleight, W. Carter, Chimborazo School, Rich-  
 mond 23  
 Booker, Sylvester C., 3314 Henrico Pike, Rich-  
 mond 22  
 Bowes, P. E., John Marshall School, Newport  
 News  
 Bowles, Mrs. Sarah, Kents Store  
 Boyd, Mrs. Esdelia Gunn, 310 Holbrook St.,  
 Danville  
 Boylan, Mary, Charles Barrett School, Alex-  
 andria  
 Brady, Louise, 1806 Key Blvd., Arlington  
 Braxton, Mrs. D. H., Rt. 3, Box 21, South  
 Lynchburg  
 Bright, Joseph T., George Mason School, Rich-  
 mond 23  
 Broadus, Mrs. Louise E., William Fox School,  
 Richmond 20  
 Brownley, Roselyn, Bay View School, Nor-  
 folk 3  
 \*Bryant, Alice G., 8 River Rd., Hampton  
 Buckley, Helen, Rt. 5, Box 320, Alexandria  
 Buckner, Lloyd F., Booker T. Washington  
 School, Newport News  
 Buford, Florence, Clark School, Charlottesville  
 Burrell, Charles J. E., 300 Randolph St., Rich-  
 mond 20  
 Butler, S. R., John Marshall School, Norfolk  
 Byus, Mrs. Eunice S., 450 Harding St., Peters-  
 burg  
 Campbell, Mrs. Ola L., 706 Williamson Rd.,  
 Roanoke 12  
 Cannon, Grace M., Box 803, Norfolk 1  
 Carey, J. H., Mt. Hermon School, Portsmouth  
 Carey, Mary, Woodrow Wilson School, Arling-  
 ton  
 Carmine, John H., Frances E. Willard School,  
 Norfolk  
 Carpenter, Mrs. Josephine, Chesterbrook  
 School, Falls Church  
 Carter, Ethel R., Manassas  
 Chesson, Purvis J., John T. West School,  
 Norfolk 4  
 \*Chew, Lloyd M., Jefferson School, Staunton  
 Clark, S. H., George Peabody School, Ports-  
 mouth  
 Clifton, Margaret, 321 W. Main St., Abingdon  
 Coffman, Clara, 1302 N. Jackson St., Arlington  
 \*Cogbill, Carolyn, Stonewall Jackson School,  
 Petersburg

Cole, Ora Lee, 36 Faculty Apt., Charlottesville  
 Coleman, Elizabeth N., 1147 N. Vernon St.,  
 Arlington  
 Collins, Kate, Wenonah School, Waynesboro  
 Cox, G. Claude, Box 264, Wytheville  
 Cox, Jane Leslie, Maury School, Alexandria  
 Cowling, Louise V., 735 Pulaski St., Norfolk  
 Curling, Mrs. Olga Jensen, 716 Redgate Ave.,  
 Norfolk 7  
 Dadmun, Charlotte, Patrick Henry School,  
 Norfolk  
 Davis, Betty E., Venable School, Charlottesville  
 †Davis, Dr. Hazel, Asst. Dir., Research Di-  
 vision, Natl. Educ. Assn., 4815 11th St. N.,  
 Arlington  
 Day, Emmett, Rt. 4, Alexandria  
 Dillon, Mrs. Viola, 6216 N. 23rd St., Arling-  
 ton  
 Dunaway, C. H., John B. Cary School, Rich-  
 mond  
 \*Duncan, Mrs. May C., 1406 Rugby Blvd.,  
 Roanoke  
 Dunston, Margaret, Lafayette School, Norfolk 5  
 \*Edgerton, R. O., Jefferson School, Portsmouth  
 Edwards, Willie Mae, Smythe School, Nor-  
 folk 4  
 \*Ellis, Mrs. Elsie B., 3412 21st Ave. N.,  
 Arlington  
 English, Mrs. Ada P., Rt. 2, Roanoke  
 Estes, Myrtle A., Burke  
 Evans, Ada, Ballentine School, Norfolk 2  
 Evans, Douglas V., Herndon  
 Evans, Nancy S., 3426 Fort Ave., Lynchburg  
 Falls, Lucy J., Thaxton  
 Farrar, Mrs. Esther H., Rt. 4, Box 194,  
 Roanoke  
 Figg, Courtenay, Rt. 1, Hopewell  
 Franklin, Mrs. Beatrice B., Mt. Vernon School,  
 Alexandria  
 Fuller, Constance, 430 Cumberland St., Nor-  
 folk 4  
 Galvin, W. Roland, 214 S. Boulevard, Rich-  
 mond 20  
 Garrett, Mrs. Eleanor B., 136 Taylor Ave.,  
 Salem  
 Gibboney, Dorothy L., 414 Walnut Ave. S. W.,  
 Roanoke  
 Gillespie, Mrs. Edith Riley, Rt. 7, Box 7,  
 Roanoke  
 Glazebrook, Vivian, R.D., Box 60, Savedge  
 Goodwin, Mary Ambler, Patrick Henry School,  
 Richmond 24  
 Gordon, Margaret L., 921 Gordon Ave., Nor-  
 folk 4  
 \*Gorham, Mrs. Pauline C., Jefferson School,  
 Alexandria  
 Gray, Mrs. Henrietta E., Box 93, Leesburg  
 Hall, Grace C., 2600 16th St. S., Arlington  
 Hall, Mrs. Mabel Leonard, Catawba  
 Hammond, E. Kyle, 222 32nd St., Newport  
 News  
 Hancock, Annie, 1700 Rivermont, Lynchburg  
 Harden, J. T., 15 Chestnut Pl., Danville  
 Harding, Logan C., Copeland School, Hope-  
 well  
 Harris, Virginia B., Box 302, Falls Church  
 Hawley, Edith T., 1213 Idlewood Ave., Rich-  
 mond  
 Healy, E. Turner, Meadowbrook School, Nor-  
 folk  
 Hemsley, Mrs. Mary E., Arcola School, Arcola  
 Hensley, Mrs. Ruby, 116 Maplelawn Ave.,  
 Roanoke  
 Hickman, Martha, Dumfries  
 Hill, Flora M., 127 Suffolk Ave., Petersburg  
 Hitch, Mrs. Marietta Cato, Moffett Place  
 School, Portsmouth  
 Holmes, Mrs. Sara G. F., 2118 Greenwood  
 Ave., Richmond 22  
 \*Holt, Lucy Mason, Ocean View School, Nor-  
 folk 3  
 Hood, Madge, 125 Liberty St., Petersburg  
 Hook, Paul G., Box 223, Clifton Forge

- Howdershell, Mrs. Josephine N., Rt 3, Box 162, Alexandria
- Huband, Mary E., John Smith School, Richmond
- Hubard, Mrs. Mary Ann B., 316 High St., Salem
- Huddleston, Mrs. Myrtle, 526 Greenwood Rd., Roanoke
- Hurt, Jemima C., 533 Seventh St S W, Roanoke 16
- \*Inman, Mrs. Lillian G., Chatham School, Chatham
- Ish, George B., Briggs School, Portsmouth
- James, Ruby D., 1168 Shepard St., Petersburg
- Johnson, Katherine L., Baker School, Richmond 20
- \*\*†Johnson, Lillian M., 404 Chestnut St., Norfolk
- Jones, Annie Lee, Duncan M. Brown School, Petersburg
- Jones, Bertha B., Dunbar School, Norfolk
- Jones, Bettie W., 129 Franklin St., Harrisonburg
- Jones, William J., Whaleyville
- †Joynes, Mrs. Edith B., 1311 Colonial Ave., Norfolk
- \*Kellam, Mary R., Cooke School, Virginia Beach
- Kelly, Mrs. Ruby V., Box 302, Leesburg
- Kent, Mrs. Ola M., Palmyra
- Keys, Mrs. Zella C., Box 202, Herndon
- Kidwell, Gertrude, 401 E Howell Ave., Alexandria
- King, Mrs. Nan St Clair, 2038 Park Ave., Richmond 20
- Kiracope, Mabel R., Coleman Place School, Norfolk
- Kizer, Elizabeth B., 226 Norfolk Ave., Lynchburg
- Lane, Bessie B., 3118 Somme Ave., Norfolk
- Lane, Mrs. Tamah R., 1147 35th St., Newport News
- Lee, Evelyn, 1520 N Longfellow, Arlington
- Lewis, Mrs. Alice W., 906 Sixth St., Lynchburg
- Lipscomb, Margaret A., Highland Springs
- Littlejohn, Margaret, 204 Wycliffe Ave., Roanoke
- Lohmann, Mrs. Florence M., Rt. 1, Box 306, Richmond 23
- Love, V. J., Port Norfolk School, Portsmouth
- Ludwig, Margaret, Vienna School, Vienna
- MacGregor, Julia, 400 S. Washington, Alexandria
- Magarity, Mrs. Evelyn, Oakton School, McLean
- Manson, W. A., Larchmont School, Norfolk
- Massoletti, Lillie, 3332 Wilson Blvd., Arlington
- Matthews, Sue, 507 Mulberry, Martinsville
- McCormick, Mrs. R. O., Java
- McPherson, Carmel G., 811 Buckroe Blvd., Phoebus
- Menin, Alice M., 320 51st St., Newport News
- Miller, Helen, Crimora School, Crimora
- Morrison, E. Wilson, Box 430, Front Royal
- Moody, Noel H., Beverley Manor School, Staunton
- Moore, Charles N., Box 178, Hopewell
- †Morton, Oscar A., 3222 P St., Richmond
- Murphy, Mrs. Kizzie G., 110 Wasena Ave., Roanoke 15
- Musick, A. R., 54 Aylwin Rd., Portsmouth
- Mustain, Emory, Falling Springs
- Myers, Robert A., Hillsboro
- \*Nash, Ethel H., 724 Williams St., Fredericksburg
- Neal, Mrs. Gay, Fort Lewis School, Salem
- \*Nevitt, Frances Elizabeth, Lorton
- Nixon, John L., 900 Buchanan St., Richmond
- Noland, Mrs. Lillian H., 716 Grand View Dr., Alexandria
- Overby, Mrs. Ethel T., 1000 W. Marshall St., Richmond
- Owen, Rebecca, Lorton School, Lorton
- Payne, Mrs. Frances, Mt Hermon School, Danville
- Piland, W. W., Robert E. Lee School, Portsmouth
- \*Pilcher, Ethel, Hill School, Petersburg
- Plymale, Mrs. Ruby M., Edgemont School, Covington
- Porter, Mrs. Harriet B., Blandford Training School, Petersburg
- Powell, Mary E., Robert E. Lee School, Danville
- Pratt, Dorothy I., Randolph-Macon Woman's College, Lynchburg
- Proescher, Edith E., Box 484, Norfolk 1
- \*Richards, Dorothy, Parkmont Apt, Lynchburg
- Riker, Marjorie T., 131 S Market St., Petersburg
- Robbins, Mrs. Mollie S., Henry Clay School, Norfolk
- Robertson, A. Zuleime, Nathaniel Bacon School, Richmond 23
- Robinson, Clarence L., Stuart School, Norfolk 8
- †Rorer, Henry S., 1405 Dinwiddie Ave., Norfolk
- Saffelle, Mrs. Meta G., 212 E Mason Ave., Alexandria
- \*Scott, Katherine K., 3301 Stuart Ave., Richmond 21
- Scott, Mrs. Rae W., 404 W Main St., Salem
- \*Shafer, Garfield, Jr., 203 Carney St., Portsmouth
- Shoemaker, Ida C., 4202 Springhill Ave., Richmond
- Simpson, Blanche, 1124 Franklin Rd., Roanoke 16
- Simpson, Harriet L., West End School, Roanoke
- Sims, Ethel G., Rt 2, Fairfax
- Slayton, Mildred Lee, 721 N Main St., Danville
- Smith, Dolly, 4400 18th St N, Arlington
- Smith, Emma A., 311 Welton Ave., Roanoke
- Snead, Janet W., 236 Boston Ave., Lynchburg
- Snodgrass, Audrey, Madison School, Falls Church
- Starling, Annie Preston, Supvr of Rural Educ., Winchester
- \*Starritt, Bertha W., 1320 Chapman Ave. S. W., Roanoke
- Steed, Mildred E., George Mason School, Alexandria
- Stiff, Annie B., 1310 Meadow St., Roanoke
- Sullivan, Webster P., Madison School, Norfolk
- Sydnor, Lewis A., 810 Seventh St, N W, Roanoke
- \*Taylor, Ethel L., Jefferson School, Newport News
- Thompson, Mrs. Martha, 802 Lexington St., Norfolk 6
- Tipton, Mrs. Ossie L., Elementary School, Manassas
- Trent, Mrs. Gilberta W., Fort Hill School, Lynchburg
- Truitt, Dorothy, B and 22nd St., South Norfolk
- Truitt, William J. B., 2930 Henrico St., Norfolk
- Turner, J. E., Box 729, Martinsville
- Urquhart, Helen D., 4 Dumont Apts, Lynchburg
- Vaughan, H. L., Robert E Lee School, Norfolk 7
- Waide, Helen I., Douglas MacArthur School, Alexandria
- Walters, Nell D., Belmont School, Roanoke
- Wampler, Everett N., 345 S. Main St., Harrisonburg



# LIST OF MEMBERS

(Washington) 327

Ward, John H., Laura E. Titus School, Norfolk  
 Waters, Mrs Lenore K., 1861 Link Rd , Lynchburg  
 \*Watts, Mrs Catherine P., 1060 Rivermont Ter., Lynchburg  
 \*Weber, John T., Gordonsville  
 West, Daisy, 815 N Kenmore St., Arlington  
 Whitlock, Mrs. Helen, Heflin Apts., Fredericksburg  
 Whert, Mrs. Pauline, 52 S. Aberdeen St., Arlington  
 Williams, James Harry, 1729 Porter St., Richmond 24  
 Williams, Sherman J., Titustown School, Norfolk 8  
 Willis, W H, Truxton School, Portsmouth  
 Wilson, Elsie E., 9901 Rivermont Ter., Newport News  
 Wilson, Marguerite A., Jackson School, Newport News  
 Wood, Mrs. Bennie S., White Rock School, Lynchburg  
 Wood, Lily, Granby Street School, Norfolk 5  
 Woodward, Mrs Adethua, 1211 Chicagola St., Norfolk 6  
 Wright, Mary F., 307 London St., Portsmouth

## WASHINGTON

Allasina, Tony, 400 Boylston N., Seattle  
 Allen, Mrs. Viola, Lincoln School, Vancouver  
 Anderson, Frances E., Box 23, Edmonds  
 Anderson, Loran E., Millwood School, Millwood  
 †Axtell, Annie D., 219 Boyer Ave., Walla Walla  
 Baird, Katharine E., 1102 Eighth Ave., Seattle 1  
 Barbo, Carl S., Stevens School, Seattle 2  
 Bargewell, Arthur B., Washington School, Hoquiam  
 Barnes, Everett, Rt. 2, Wapato  
 Barnes, Rita, 301 N 26th Ave., Yakima  
 Baugh, Norbert, Rt 3, Wenatchee  
 Baump, Lucille, E 1855 12th Ave., Spokane  
 Bender, Mrs Kate, Navy Yard School, Bremerton  
 Berto, Vilas John, Overlake School, Bellevue  
 Blake, Earl, 1013 University, Walla Walla  
 Boulton, Howard F., Elementary School, Concrete  
 Boulton, Silas W., Haller Lake School, Seattle 55  
 Boys, Clair L., Box 225, Everson  
 Brennan, Miss B., Franklin School, Bellingham  
 Brewer, Madison, College Elementary School, Cheney  
 Brislawn, Maurice J., Kessler Boulevard School, Longview  
 Brown, Albert C., Box 103, Kent  
 Bruff, Mrs Beryl J., Lowell School, Bellingham  
 Buhrmester, Paul L., Stevens School, Omak  
 Cameron, Gladys R., 4710 Densmore, Seattle 3  
 Campin, Reginald W., Blaine Consolidated Schools, Blaine  
 Carroll, Charles L., S 39th and M St., Tacoma 8  
 Casey, Alice M., 420 Terry Ave., Seattle 4  
 Catching, Thomas E., 4701 Fifth Ave N. E., Seattle 5  
 Cellars, Vera E., 912 Hewitt, Bremerton  
 Chichester, J Bernard, 6848 31st Ave. N.E., Seattle 5  
 Chioti, Joseph F., Snoqualmie Falls  
 Clarkson, Lee W., 1350 Hunt Ave., Richland  
 Clausen, Melvin F., Grade School, Sultran  
 Cole, Wesley E., 10036 64th S., Seattle 88  
 Condy, Florence B., 914 Highland Ave., Bremerton  
 Cox, Percy J., Maplewood School, Puyallup

Crowe, William F., Rock Island School, Wenatchee  
 Dahlke, Florence, Supt., Douglas Co. Schools, Waterville  
 Dawdy, Earl E., Box 171, Grandview  
 Denman, Howard W., E. 303 29th Ave., Spokane  
 Dickinson, Victor H., 8110 20th St. N E., Seattle 5  
 Dickman, Martha, S. 729 Bernard St., Spokane 9  
 Dingerson, Edward E., Catlin School, Kelso  
 Douglas, Sidney B., Rt. 4, Everett  
 Dowell, Charles H., Lincoln School, Hoquiam  
 Earl, Mrs. Hazel L., Grade School, Asotin  
 Eklund, Evelyn, Asst. Prin., Olympic View School, Bremerton  
 Elder, Raymond W., 820 E. 81st St., Seattle 1115  
 Ellis, George J., Jefferson School, Port Angeles  
 Elmer, Rudolph E., Rt. 3, Box 67, Bellevue  
 English, Elsie, McKinley School, Tacoma 4  
 Erickson, Alfred D., 7542 18th Ave. N. E., Seattle  
 Erickson, Howard E., Adams School, Seattle 7  
 Ericson, Malcolm, Rt. 8, Yakima  
 Fitzgerald, Anna M., 220 Newell St., Walla Walla  
 Fitzgerald, Marie, Logan School, Spokane 13  
 Fresk, June, 444 11th St., Raymond  
 Frieze, Ernest C., 7743 22nd N. E., Seattle 5  
 Giles, Gareth I., Spruce Street School, Montecano  
 Glover, O. K., 1811 Shelby St., Seattle 2  
 Graham, Charlotte, 1007 E. Marion St., Seattle 22  
 \*\*Gravrock, Arthur C., 7556 19th N. E., Seattle 5  
 Greene, Max P., Box 51, Latiat  
 Griest, J. R., E. 504 27th Ave., Spokane 10  
 Haller, Helen, Sequim School, Sequim  
 Hardy, Thomas N., Supt. of Schools, Lind  
 Harnden, Lawrence D., 3514 F. 187nd St., Seattle 55  
 Harris, Amy R., Washington School, Walla Walla  
 Hartley, Joseph C., Arnada School, Vancouver  
 Haugan, S. M., Rt. 3, Box 291, Port Orchard  
 Harvey, Barbara, 1025 W. Cleveland, Spokane  
 Hebel, Amanda, Central Washington College of Education, Ellensburg  
 Helmer, Mona, Smith School, Bremerton  
 Hemphill, Lena L., Martha Washington School, Seattle 8  
 Hendrickson, Lillian, Olympic View School, Bremerton  
 Henry, Austin L., 411 W. Garland Ave., Spokane  
 Hermann, Ida M., 2815 Boylston Ave. N., Seattle  
 Herren, Mrs. Dora S., 6335 18th Ave. N. I. Seattle 5  
 Hoff, Bruce F., Birchwood School, Bellingham  
 Hoffman, Harold G., Rt. 1, Opportunity  
 Holm, Alice, Naselle  
 Holm, C. P., Grade School, Garfield  
 Honeycutt, Albert J., Highland School, Tieton  
 Horrall, Pansy, Irving School, Spokane  
 Howard, Carl W., 237 N. Main St., Renton  
 Hudson, Richard L., Elementary School, Shelton  
 Hull, Edward, Moses Lake  
 Hungate, John A., Hough School, Vancouver  
 Hutchins, Earl L., Broadway School, Longview  
 Iverson, I. E., 3502 E. Clark St., Vancouver  
 Jackson, Mabel, McKinley School, Spokane 15  
 Jantz, Peter C., Grade School, Odessa  
 Jennings, Leonard M., Martha Washington School, Clifox  
 Johnson, Clifford M., Box 212, Issaquah  
 †Johnson, Elsie Marian, Normandy Apts., Vancouver  
 Johnson, Jasper H., School Dist. 2, Union Gap

- Johnston, Louise A., Eastern Washington College, Cheney  
 Jones, Nola, Elementary School, Cashmere  
 Keene, Edna L., Box 344, Prosser  
 Kegel, Harry William, 1527 Rainier Ave., Bremerton  
 Kelly, William Robert, 6616 Fauntleroy Ave., Seattle 6  
 Kendrick, W. A., Columbia Valley Gardens School, Longview  
 Kimm, Charles, 610 Madison Ave., Toppenish  
 Kinade, H. J., Supt., Chelan Co. Schools, Wenatchee  
 King, Bertha Farley, Webster School, Seattle  
 Kittleman, Harry F., 15631 Eighth Ave S., Seattle 88  
 Klaus, Frederick F., 405 N. Iron, Centralia  
 Klausler, George, Hamilton School, Spokane 13  
 Knittel, Clayton O., Lincoln School, East Stanwood  
 Knutson, K. J., 2909 Second Ave. N., Seattle  
 Kreger, Mrs. A. V., Box 14, Almira  
 Lacy, Susan M., W. 204 Euclid Ave., Spokane 13  
 Lee, Dr. J. Murray, 410 Garfield, Pullman  
 Lentz, Truman, South Bend  
 Lind, Arthur E., 1404 Williams Ave., Richland  
 Lineback, S. Frank, Box 28, Maple Valley  
 Louis, R. N., Grade School, Chelan  
 Lowry, Franklin N., 12515 Greenwood Ave., Seattle 33  
 Martin, Sarah, 606 W. 21st St., Vancouver  
 Matheny, Donovan E., 1640 Fell St., Enumclaw  
 Matheson, Anna May, John Muir School, Seattle  
 Matern, H. V., 13034 39th N. E., Seattle 55  
 May, Joseph M., Luther Burbank School, Mercer Island  
 McAllister, Marion, 602 Melrose N., Seattle 2  
 McCamish, Lena Mains, Elementary School, Kennewick  
 McKinney, Nellie, 1214 W. Yakima Ave., Yakima  
 McNew, Eo Lo, 2528 W. Courtland, Spokane 12  
 Melville, William D., Park Avenue School, Tacoma  
 Meyer, Florence L., N. 2415 Elm, Spokane 12  
 Moore, Troy, Rt. 3, Box 657, Port Orchard  
 Myron, E. F., 3735 S. 152nd St., Seattle 88  
 Neiswender, J. A., 10811 12th S., Seattle 66  
 Nelson, J. Roy, Ocean City  
 Neterer, Elizabeth, 10481 Maplewood Pl., Seattle 66  
 Neutzmann, Wilbert E., 708 Lake Washington Blvd. S., Seattle 44  
 Nostrand, John W., 8103 Fifth Ave. N. E., Seattle 5  
 Oliver, Fred L., Wallace School, Kelso  
 Olts, Donald G., 5018 18th N. E., Seattle 5  
 Osborne, R. E., Supt. of Schools, Colfax  
 Onness, Oak T., 1412 South L., Tacoma 3  
 Ott, Mrs. Esther, Aigona School, Auburn  
 Ove, Harold T., 2227 Interlaken Pl., Seattle 2  
 Overfield, Dale E., Salishan School, Tacoma 7  
 Overstreet, Victor W., 610 Cedar St., Coulee Dam  
 Palmer, Lawrence I., Outlook  
 Parker, Isabelle C., S. 180 Cannon St., Spokane 9  
 Payne, Camilla S., 10020 Gravelly Lake Dr., Tacoma  
 Petite, J. Edward, 12750 39th N. E., Seattle 55  
 Phinney, Harold M., Star Rt. 2, Port Townsend  
 Pomeroy, R. A., 5935 35th S. W., Seattle 6  
 Powell, Charles O., 1201 W. Martin St., Elma  
 Radcliffe, William O. E., 437 21st St., Bellingham  
 Reid, John R., Whitney-Nelson Schools, Anacortes  
 Reese, Chester M., St. Helens School, Longview  
 Reeves, Lester L., 6847 18th Ave. N. E., Seattle  
 Reeves, Wilfred L., Roosevelt School, Olympia  
 Rey, Gildo, Washington School, Auburn  
 Reynolds, Marian Hilburn, Washington School, Bremerton  
 Rickert, Mrs. Helen, Longbranch  
 Roblee, Lester R., 1712 E. 68th St., Seattle 5  
 Robinson, J. W., Alderwood School, Alderwood  
 Rogers, Clarence R., Rt. 4, Walla Walla  
 Ronald, Gilman A., 9530 14th N. W., Seattle 7  
 Ross, Frank W., Oroville  
 Ryan, William C., 10335 Interlake, Seattle 33  
 Sandin, Adolph, 433 13th Ave. N., Seattle 2  
 Scroup, Lester E., Cascade School, Chehalis  
 Selby, Kenneth E., 810 Dexter Ave., Seattle 9  
 Sells, John A., 2216 E. 46th St., Seattle 5  
 Sharnbroich, L. W., 611 E. Ninth St., Port Angeles  
 Shipley, J. Roy, 1704 W. First, Aberdeen  
 Simpson, Mary, Central Washington College, Ellensburg  
 Skeen, Mrs. Bearnice S., 2701 Eldridge Ave., Bellingham  
 Skotheim, Sivert, 9840 California Ave., Seattle  
 Smith, Byron B., 9021 View Ave. N. W., Seattle 7  
 Smith, L. Emmett, 602 Ave. A, Snohomish  
 Smith, Vernon A., Harney School, Vancouver  
 Snowden, Lawrence R., 11638 E. Marginal Way, Seattle 88  
 Sorweide, W. A., Redmond  
 Spining, Effie B., Lowell School, Spokane 9  
 Staffelbach, Pearl W., Rt. 10, Box 954, Tacoma  
 Stanton, Edgar A., 3302 E. Mercer St., Seattle  
 Steinke, E. L., Sunset School, Selah  
 Stoecker, Mamie B., 4756 18th Ave., Seattle 5  
 Stone, Emra D., 1049 E. 92nd, Seattle 5  
 Strite, Adelaide, 624 E. 22nd, Spokane 10  
 Stubbs, Barbara, Thornton  
 Stubbs, Roderick M., 11211 Fremont, Seattle 33  
 Summers, Mabel, 640 N. Elm St., Colville  
 Swedine, Elmer, 6219 29th Ave. N. E., Seattle  
 Tayet, Frithjof, 3719 E. Eye St., Tacoma 4  
 Taylor, Mrs. Helen S., 2503 Lincoln, Yakima  
 Thomas, Mrs. Lillian B., Dry Creek School, Port Angeles  
 Thorsen, O. W., Boulevard Park School, Seattle 88  
 Thune, Elmer T., Stanley School, Tacoma  
 Towner, Earl M., 6856 31st N. E., Seattle  
 Tucker, T. M., Rosehill School, Mukilteo  
 Turnbull, Fred A., 1812 W. Sixth St., Aberdeen  
 Turner, Bess R., Wilson School, Spokane 9  
 Turner, Claude F., 10008 Valmay Ave., Seattle 77  
 Van Cruyningen, Paul, 4715 36th Ave. N. E., Seattle  
 Vetting, Ida F., 2502 E. Lynn St., Seattle  
 Walker, W. D., Fruit Valley School, Vancouver  
 Watt, Everett A., Chelan  
 Weisman, Frances, S. 726 Jefferson St., Spokane 9  
 Welden, Carrie R., 2137 S. Tekoa St., Spokane 10  
 Wenzel, Harold E., 117 W. Fourth St., Aberdeen  
 West, Clifford D., Box 653, Centralia  
 West, Leonard M., Hamilton School, Colfax  
 Whilt, Mrs. Selma E., 3059 Austin St., Seattle 8  
 Whitesides, Vance W., Kessler School, Longview  
 Wiesen, Robert W., Rose Hill School, Kirkland  
 Woodend, Mrs. R. G., Starbuck

# LIST OF MEMBERS

(West Virginia) 329

Woods, O. C., McCleary School, McCleary  
Wynstra, Wieber, 4814 E. 44th St., Seattle 5  
Zachrisson, Vernon N., Forks  
Zubli, May C. P., 1202 Eighth St., Bremerton  
Zylstra, J. E., 1617 Fourth St., Marysville

## WEST VIRGINIA

Alston, Cheatham, Box 401, Eskdale  
Anness, Frank, Brownston  
Ash, Columbus, 1750 W. Pike St., Clarksburg  
Auvil, G. G., Mercer School, Princeton  
Ayens, Cecil, Grade School, Elizabeth  
Baechtel, Gertrude B., Shepherdstown  
Baehrel, E. Cassidy, Grade School, Welch  
Bailey, Lillian, 653 Jones Ave., Morgantown  
Baker, Ruth, Box 156, Logan  
Barber, Sarah C., Box 2092, Sta. A, Charleston  
Bartlett, Mrs. Mary T., 522 Elm St., Hunting-  
ton 3  
Baylis, Hobart, Park St., St. Albans  
Beavers, Henry C. Jr., Jaeger  
Billups, Cecil W., Box 422, Madison  
Bird, Ralph S., Box 15, Matoaka  
Blizzard, Arlie R., Franklin  
Boardman, Mary, Thorpe  
Bolt, Mrs. Mae M., Matewan  
Bond, LaMar, Rockcave  
Bosley, Opal B., Central Station  
Bowman, Mrs. Audria C., Amherstdale School,  
Amherstdale  
Brammell, Iva S., 115 Elm St., Logan  
Brown, Agnes, Rt. 3, Box 359, Charleston  
Brown, Clara, 1318 Sixth Ave., Huntington.  
Brown, G. E., Bartley  
Brown, Raymond L., 47 Court St., Welch  
Brown, Scott M., 1519 Second Ave., Charleston 2  
\*Brown, Stanley, 129 Camden Ave., Buck-  
hannon  
Brucker, Charles D., Central School, St. Albans  
Brucker, Elizabeth, 1001 Sixth Ave., St. Albans  
Bryant, Mrs. Helen B., Fairview School, Blue-  
field  
Bsharah, Mrs. Ruth C., 441 Forest Circle,  
South Charleston  
Buck, F. A., Middlebourne  
Bunch, Margaret, 1120 Fifth Ave., Huntington  
Burdette, Milton, Leon  
Burke, Mary, Box 218, Chesapeake  
Burdette, Ethel, West Virginia State College,  
Institute  
Burton, Ada M., Box 56, Kimball  
Caldwell, Laura L., Box 413, Point Pleasant  
Calloway-Brooks, Mrs. Marion, 423 S. Fayette-  
St., Beckley  
Carmichael, H. E., 1305 Sixth St., Moundsville  
Carper, Emma, Lizemore  
Carvey, Harold K., New Creek School, Keyser  
Cavendish, R. E., Minden  
Chapman, Clara Ella, Box 116, Milton  
Chenoweth, R. Neil, Box 58, Clendenin  
Childers, Alton, Smithburg  
Clark, Oscar C., Paw Paw  
Conley, Fred C., Newburg  
Cooke, Cecil D., Box 187, Beaver  
Cottrell, Mrs. Martha J., 1108 Quarrier St.,  
Charleston  
Cox, Minnie, Central School, Hinton  
Craddock, Ernest B., Supervisor, Logan  
Craig, Mrs. Ann W., 1115 Bigley Ave.,  
Charleston 2  
Craig, Mrs. Elizabeth R., Fifth Ave. and  
C St., South Charleston 3  
Craven, Willis D., Tallmansville  
Cunningham, Alma, Central School, Chester  
Curran, Mary Jane, Salem  
Curran, Mary M. A., Rt. 4, Box 319, Elm  
Grove  
Curry, James, Alton School, Alexander  
Daniel, Theron, Box 236, Dorothy  
\*Davis, Clifford M., Mt. Clare School, Clarks-  
burg

Davis, Lena M., Box 67, Welch  
Davis, Zula Shomo, Rt. 3, Box 78-A, Buck-  
hannon  
Dean, A. B., Rt. 4, Box 72, Buckhannon  
Dean, Dorothea, 1210 Baltimore St., Mc-  
Mechen  
Dent, L. A., Graded School, Ronceverte  
Dickenson, R. Guy, 226 Maple St., Philippi  
Dobbins, Porter F., Box 165, Logan  
Drummond, Myron, Rt. 1, Barboursville  
\*Easley, Margaret, 1101 Augusta St., Bluefield  
Eckard, Garry, 2804 Ohio Ave., Huntington  
Evans, A. F., 2728 Guyan Ave., Huntington 2  
Evans, A. R., 3744 Main St., Hollidays Cove  
\*Farren, Oran B., 810 Dewey Ave., St. Mary's  
Ferrell, Roy H., Scott Depot  
Finley, Vena, Apple Grove  
Flinn, Virgil, Supt., Kanawha Co. Schools,  
Charleston 1  
Forsythe, Genevieve, 234 Ninth Ave., Hunting-  
ton  
Fortner, Allen, Box 157, Logan  
Founds, Henrietta, 202 Ash Ave., Moundsville  
Fowler, Oran C., 101 Hudson St., Clarksburg  
Fox, Doyle, Elementary School, Red Jacket  
French, Mrs. Ruth J., 2115 Fulton St., Blue-  
field  
Frew, David, 3419 Elm St., Hollidays Cove  
Friend, Bessie M., Clay  
Gainer, J. V., Tunnelton  
Gall, Waitman D., Jr., Box 277, Philippi  
\*Gardner, Josephine, Hinton  
Garrett, Denzel R., Rt. 5, Box 232-A,  
Charleston 2  
Garrett, Herbert, 142 Prospect St., Spencer  
Garrison, Cecil A., 526 Banfield Ave., Follans-  
bee  
Gates, Cecil R., 70 McKinley Ave., Morgan-  
town  
Given, Clarence A., Elkview  
Goosman, Alma, 1800 Bigley Ave., Charles-  
ton 2  
Gordon, Luta M., Bethany  
Gose, Stuart A., Grade School, Matewan  
Gray, Clyde L., 1003 First Ave., Montgomery  
Gray, Rex C., West Union  
Grizzell, W. K., Elementary School, Decota  
\*Grossenbach, Mrs. Bess K., Wet Branch  
School, Sharon  
Hager, Earl, Dehue School, Dehue  
Hagerly, Mary E., 439 Washington St.,  
Charleston  
Hall, Ava E., Box 426, Morgantown  
Haltermann, C. B., Elementary School, Mathias  
Hambrick, Mrs. Louise, Box 887, Williamson  
Hammond, Evert M., Wilsonburg  
Hamrick Potts J., 1720 Fifth Ave., Huntington  
Harden, Hattie, Bristol  
Harris, Bretsel, Box 66, Belington  
Hart, Virgil S., Rt. 1, Elkins  
\*Harvey, Carl B., Rt. 1, Philippi  
Harvey, Mrs. Elva W., Box 32, Institute  
Hatcher, William, East End School, Bluefield  
Hatfield, Wayne, Man  
Hatfield, Wirt, Gilbert  
\*Hawse, Stanley P., Grade School, Moorefield  
Heiskell, M. M., 11 Carpenter Ave., Ridgeley  
Hensley, Mrs. Blanche A., Kermit  
\*Hensley, Myron B., 2215 11th Ave., Hunting-  
ton  
High, Lillian, 203 Somers Ave., Charleston 2  
Hile, D. A., 888 National Rd., Wheeling  
Hixenbaugh, Ralph B., Box H, East Bank  
Hogue, Homer, Masontown  
Holstein, Mrs. Alice, Chesapeake  
Hopkins, R. R., Box 122, Excelsior  
Howard, Albert V., Box 24, Worth  
Howard, M. D., 6517 Roosevelt Ave., Charles-  
ton  
\*Hunt, Garold, Burton  
Hutchinson, L. H., Central School, Holden  
Irons, E. L., 24 Pleasant Ave., Elkins

- Irving, Mrs Gertrude P., Box 1146, Logan  
 Jackson, Mary R., Box 1343, Beckley  
 James, Estella A., 615 Central Ave., Charleston 2  
 Jeffers, Mrs Ruth A., Horace Mann School, Charleston 4  
 Jenkins, Bertha, Hartford  
 John, Ernest, 528 Carolina Ave., Chester  
 Johnson, Mrs. Alta H., Grade School, Eskdale  
 Johnson, Leroy D., 1520 Ninth Ave., Huntington  
 Jones, D. M., Inwood  
 Jones, Howard H., Greenwood  
 Joyce, Harry, Box 154, Nolan  
 Judy, Mernie, New Creek  
 Keck, G. H., Arthurdale  
 Kellar, Maynard H., Box 98, Rand  
 Kelly, Nannie, Quinnimont  
 Kester, B. Earl, Bridgeport  
 Knox, Hugh A., Sr., Box 207, Iaeger  
 Lambert, Mrs. Audra G., Belington  
 Landacre, N. V., 132 Newton St., Bridgeport  
 Lawson, W. E., 1806 Liberty St., Parkersburg  
 Lea, John W., 1144 Sixth Ave., Huntington  
 Leckie, Margaret, 1716 Virginia St., Charleston 1  
 Lilly, Clinton D., 1117 Highland Ave., Bluefield  
 Linkous, A. H., 1400 Highland, Bluefield  
 \*Loy, Homer K., Springfield  
 Mace, Alva S., Box 51, Dawes  
 Major, Dr Anthony J., Dunbar School, Weirton  
 Mansour, Helen, 1048 W. Washington, Charleston 2  
 Martin, Blair, Shinnston  
 \*Matheny, Charles L., 1414 19th St., Parkersburg  
 \*Maupin, F. B., 45 Acosta Ave., Elm Grove  
 McBurney, Mrs Elizabeth, 3527 Brightway, Hollidays Cove  
 McCallister, Lucile, Hurricane  
 McClanahan, Roy F., Main St., Poca  
 \*McCrum, Summers, Jr., 134 Beverly St., Kingwood  
 McCue, E. B., Fairmont State College, Fairmont  
 \*McCutcheon, Vada, Grade School, Clay  
 McGee, S. T., Emoryville  
 McIntyre, Donald, Marmet School, Marmet  
 McKinney, Charles S., Rt. 1, Box 61, Beckley  
 McKinney, Clarence C., 226 Grand Ave., Bridgeport  
 \*McKisson, Elsie A., 115 East St., Sistersville  
 \*McLaughlin, Lyle, Box 35, Follansbee  
 Mellie, Fern W., Rt. 2, Philippi  
 Miller, Cecil L., Sylvia School, East Beckley  
 Miller, Margaret, Center School, Benwood  
 Moler, James, 401 S George St., Charles Town  
 Moore, Mrs Iva L., 2751 First Ave., Huntington  
 Moore, Ralph, Philippi  
 Morgan, Dodd, Rt. 2, Buckhannon  
 Morgan, W. H., Elementary School, Raysal  
 Morris, Wesley O., Rt. 1, Box 198-B, St. Albans  
 Morrison, W. Glenn, Box 327, Milton  
 Murray, Alice M., 904 W. Second St., Charleston  
 Musgrave, Paul, 1956 Underwood Ave., Huntington  
 Musser, J. K., Box 706, Clarksburg  
 \*Myers, Emelyn M., 788 Main St., Charleston  
 Myers, Reed F., Rowlesburg  
 †Neffien, Myra M., Potomac Dr., Keyser  
 †Newman, Winifred H., 211 Beaugard St., Charleston  
 \*Nolley, George M., Mullens  
 O'Neal, Golda, Box 1053, Welch  
 \*Otey, C. M., Welch  
 Ours, Glen, 135 Randolph St., Buckhannon  
 Parrack, Alison, Aurora  
 Payne, Stewart M., Elementary School, Piedmont  
 Peck, Mrs Kathleen M., 512 North St., Bluefield  
 Pell, Gladys, Masontown  
 Perkins, Mrs. Russice, Nettie  
 Perry, Andy E., Box 203, Madison  
 Phillips, Mrs. Margaret G., Peyton School, Huntington  
 Pietrantozzi, Agnes, McComas  
 \*Poscover, Max, Graded School, Durbin  
 Posey, Michael E., Box 37, Burnsville  
 Powell, Aral E., Rt. 2, Salem  
 Powers, Orval R., Box 325, Barboursville  
 \*Presley, Stella, Box 14, North Matewan  
 Preston, Edna B., 2577 Collis Ave., Huntington  
 \*Price, Mrs. Vivian Swift, 956 Stewartstown Rd., Morgantown  
 Queen, Mason, Rt. 1, Buckhannon  
 Ralston, Mrs Grace, Cove School, Hollidays Cove  
 Ramsey, J. W., Elkhorn School, Northfork  
 \*Randolph, Jackson K., West Union  
 Reece, Cleaves W., Madison  
 \*Reed, Gilbert, Glenville  
 Reed, J. H., White Sulphur Springs  
 Rezzonico, A. E., 1183 Bridge Rd., Charleston 4  
 \*Rhodes, Elizabeth, Spencer  
 Rice, Otis K., Hugheston  
 Richards, Norris B., 29 Maple Ave., Welch  
 Rittenhouse, A. M., 423 High St., Clarksburg  
 Roach, John O., Elementary School, Sissonville  
 Roberts, Narcissus, 1026 21st St., Huntington  
 \*Robinson, Fred D., 227 Maple Ave., Grafton  
 Robinson, Lucy A., Towers School, Clarksburg  
 Rogers, Fred S., Concord Training School, Athens  
 \*Roush, Sara E., Box 31, New Haven  
 Rush, Mrs. Garnet, Rt. 1, Box 207-A, Williamson  
 Sanford, Alice W., 1111 Fifth St., Moundsville  
 Sawyer, J. C., 407 Hartley St., Williamson  
 Scarff, Dora W., 1208 Eleventh St., Huntington  
 Schwartz, G. A., Summs School, Huntington 1  
 Sexton, Bert, 92 Second Ave., St Albans  
 Shackleford, Alma, Enraw Apt., Clarksburg  
 Sheets, Philip N., Morgan School, Clarksburg  
 Shepard, Anna, 36 Tenth St., McMechen  
 Simonton, Edgar E., Belmont  
 Singleton, Laura F., Kanawha School, Charleston 1  
 Sippe, Thelma, 1112 Beechwood, Charleston  
 Sizer, Hazel, *Chairman*, Edit Com., 1948, Dept. of Elem School Prin., Natl Educ Assn, Central School, South Charleston  
 Sleeth, Lessie, Clifton  
 Smith, Clarence B., New Cumberland  
 Smith, Gertrude, 250 W. Main St., Salem  
 Smith, Harry, Montrose  
 Smith, Rex M., 116 Wilson Ave., Morgantown  
 Snider, Lenore, Mason  
 Snyder, Fred, Slanesville  
 Sommer, Louise, Beech Hill  
 \*Staggers, Vernon A., 63 E. Hampshire St., Piedmont  
 Stark, Mrs. Elma Stover, Rt. 5, Box 329, Charleston  
 Starkey, Rymer O., Rt. 2, Salem  
 Stevens, Paul J., 1335 West Virginia Ave., Dunbar  
 Stewart, Bessie A., 1317½ Lee St., Charleston  
 Stout, M. Wood, Philippi  
 Stover, E. C., Crab Orchard School, Crab Orchard  
 Sullivan, Mrs. Bernice, 715 Fourth St. W., Huntington  
 \*Sutton, Mary, R.D., Weirton

# LIST OF MEMBERS

(Wisconsin) 331

Sydenstricker, W. D., Box 123, Montgomery  
 Talbert, Glenna, Hinton  
 Temple, A. D., Brandywine  
 Teter, W. Corder, 202 Cherry St., Bridgeport  
 Thompson, V. E., 2122 Zabli Dr., Charleston  
 Thorne, Lawrence, Matoska  
 Trent, Dr. W. W., State Supt of Schools,  
 Charleston  
 Tustin, Josephine Y., 907 Thompson St.,  
 Charleston  
 Varney, Mrs. Ruth C., 1438 Third Ave., Hunt-  
 ington  
 Varney, W. J., Box 1876, Williamson  
 Vaughan, Gladys, Box 120, Rock  
 Wagner, Cecil H., Box 80, McWhorter  
 Walker, A. L., Box 508, Mt. Hope  
 Wallace, Mrs. Gladys S., 269 Bethany Pike,  
 Wheeling  
 Walsh, Isabelle, 1011 Walnut Rd., Charles-  
 ton 4  
 Ward, William D., West Liberty  
 Warner, Hansel Earl, 6335 Roosevelt Ave.,  
 Charleston  
 Watkins, Wilma Clare, Box 236, Shinnston  
 \*Watring, Denver W., Seneca Rd., Elkins  
 Welch, Thomas E., Box 412, McMechen  
 West, Harold F., Box 133, Glasgow  
 Westfall, Mrs. Bonnie, 221 Fourth Ave., South  
 Charleston  
 Wetzel, Sallie Bess, Patterson Creek  
 Wharton, Charles, 314 19th St., Dunbar  
 Wheeler, Mrs. Pearl S., 218 Sixth Ave., South  
 Charleston  
 White, Buena, Box 223, Logan  
 Whiting, Mayseel, Reedy School, Spencer  
 Whiting, Olive H., 504 Grant St., Charles-  
 ton 2  
 \*Wickline, J. Doyle, 141 Fifth Ave., Mont-  
 gomery  
 Wilcox, Mrs. Vonda S., Center Point  
 \*\*Williams, Fountie, 603 Pennsylvania Ave.,  
 Clarksburg  
 Williams, Mayseel, Wellford  
 Williams, Ruby H., 4-A Broad Moor Apt.,  
 Charleston 1  
 Willis, Mrs. Harriet Young, Rt. 2, Box 70,  
 Philippi  
 \*Wilson, Mrs. Mae Cox, 696 Stratton St.,  
 Logan  
 Wilson, Rachael E., 621 First St., Huntington  
 Wimer, Charles N., New Creek Dr., Keyser  
 Wimmer, Mrs. Columbia, Box 174, Ragland  
 Wolfe, Leola, Mason  
 Wood, Walter A., Rt. 3, Grafton  
 Woolwine, Mrs. Annie D., 112 Lee St., Blue-  
 field  
 Wotrings, Delbert, Aurora  
 Yeader, Kermit, Miller School, Huntington  
 \*Zimmerman, Carrie, 900 Caldwell St., Mc-  
 Mechen

## WISCONSIN

Andreuccetti, Adele M., 3432 W. Clybourn St.,  
 Milwaukee 8  
 Augustine, Sister M., Alverno College, Mil-  
 waukee 4  
 Austin, Edward C., 916 Summit Ave., Burling-  
 ington  
 Baldridge, Bertha L., 7003 Cedar St., Wau-  
 watosa 13  
 Ballou, Ethel L., 2338 Ogden Ave., Super-  
 ior  
 Bannon, Mary M., 5610 W. Wisconsin Ave.,  
 Milwaukee 13  
 Bell, William, 2104 E. Bennett Ave., Mil-  
 waukee 7  
 Benedict, Bernice, 815 Marshall St., Manitowoc  
 Berg, Mabel L., Supvg Teacher, La Crosse Co.,  
 La Crosse  
 Bernardus, Sister, 544 N. 14th St., Milwaukee 3

Best, Margaret M., 315 N. Wisconsin, Port  
 Washington  
 Bickler, Peter, 3330 N. Gordon Pl., Mil-  
 waukee 12  
 Bilty, Mrs. Louise P., 4711 N. Woodburn St.,  
 Milwaukee 11  
 Birdsell, Don P., 1029 N. Jefferson St., Mil-  
 waukee 2  
 Burr, Otto A., 706 E. Center St., Milwaukee  
 Blackmun, R., 2873 N. 41st St., Milwaukee  
 Bleke, Walter, 214 Lincoln St., Antigo  
 Borchardt, Harry L., 8918 W. Menomke Ave.,  
 Wauwatosa 13  
 Born, Marshall E., 122 E. Center St., Mil-  
 waukee 12  
 †Boyce, Thomas W., 2634 N. Stowell Ave.,  
 Milwaukee 11  
 Brehmer, Richard, 2176 N. 34th St., Mil-  
 waukee 8  
 Brenner, Mrs. Olga, 237 S. Sawyer St., Shawano  
 Broderick, Mary H., 522 N. 33rd St., Mil-  
 waukee 8  
 Brown, Maurice L., Lincoln School, Superior  
 Buboltz, William F., 3805 N. Bartlett Ave.,  
 Milwaukee 11  
 Buell, Francis C., Hackett School, Beloit  
 Burns, James, 1109 N. 34th St., Milwaukee  
 Burr, Lucile, Lincoln School, Fond du Lac  
 Bush, Maybell G., State School Supervisor,  
 State Capitol, Madison  
 Byrne, Alice M., Washburn School, La Crosse  
 Carlson, Clifford C., 7229 W. Becker St., West  
 Allis 14  
 Carroll, Walter P., 357 E. Howard Ave., Mil-  
 waukee 7  
 Chapel, J. C., Columbus School, Kenosha  
 Chapin, Daisy W., 918 Woodland Ave., Kenosha  
 Chrysler, Marie E., Frank School, Kenosha  
 Christensen, Olive, 3230 S. Van Dyke St.,  
 Clark, Ella C., Atwater School, Kenosha  
 Cleary, Margaret E., Washington School, West  
 Allis  
 Cleary, Olive L., 600 Magnetic St., Hurley  
 Clock, Lucile, 2450 Commonwealth, Madison  
 Corcoran, Daniel W., 1647 N. Cass St., Mil-  
 waukee 2  
 Cravillon, Ira, Supt., Dodge Co. Schools,  
 Juneau  
 Cripe, Harold E., 1010 Russet St., Racine  
 Curtiss, Brinton C., 1508 N. 49th St., Mil-  
 waukee 8  
 Daley, Frances, 3917 W. Roberts St., Mil-  
 waukee 8  
 Dickeman, Fred A., 3872 N. Eighth St., Mil-  
 waukee  
 Dunn, Elizabeth, Supt., Price Co. Schools,  
 Phillips  
 Dunwiddie, W. R., Supt. of Schools, Port  
 Washington  
 Edwards, H. R., 1226 W. Wisconsin Ave.,  
 Milwaukee 4  
 Ehler, Edward, N. 11th and Huron, Manitowoc  
 Engelke, Walter W., Nakoma School, Mad-  
 ison 5  
 Erickson, Emma, Franklin School, La Crosse  
 Everts, Stella M., Whitney School, Green Bay  
 Eward, Pauline, 1660 Shawano Ave., Green  
 Bay  
 Faith, Emil Frank, 2908 N. 47th St., Mil-  
 waukee 10  
 Feuerer, Marion G., Co. Supt. of Schools,  
 Court House, Kenosha  
 Finner, F. F., 115 Guilford St., Sheboygan  
 Falls  
 Flanagan, Elizabeth, 2643 N. 86th St., Wauwa-  
 tosa  
 Forus, Sonna, Hogan School, La Crosse  
 Franck, Norman, 306 Elm St., Antigo  
 Freimuth, Harley, 533 Niagara St., Eau Claire  
 Fritschel, Max C., Jr., 3249 N. Ninth St.,  
 Milwaukee 6

- Frostad, Erling, N. 18th Street School, Milwaukee  
 Gardner, William P., 2314 Sherman Ave., Madison 4  
 Gaul, Charles R., 1723 N. Ninth St., Milwaukee 5  
 Gegan, M. J., Supt. of Schools, Menasha  
 \*Gail, Phillip H., 2941 S. Wentworth Ave., Milwaukee  
 Gesell, O. W., 1144 E. Henry Clay St., Milwaukee 11  
 Getsm, Helen H., Washington School, Cudahy  
 Gray, Edith M., 7712 Sixth Ave., Kenosha  
 Green, Ida A., Beaser School, Ashland  
 Greenwood, Mrs. Mae D., 2757 N. 72nd St., Milwaukee 10  
 Griewski, Earl S., 2014 W. McKinley, Milwaukee 5  
 Groom, Ethel, Webster School, La Crosse  
 Guerrierre, Magdalene, Elm School, Milwaukee  
 Hanson, Harry M., Supt., Dane Co. Schools, Sun Prairie  
 Happel, Delia, 1651 Denton St., La Crosse  
 Hart, Ruth E., 8805 Jackson Park Blvd., Wauwatosa 13  
 Haufschild, Harry C., 2424 S. Fourth St., Milwaukee 7  
 Heine, Oliver, 4634 W. Medford Ave., Milwaukee 10  
 Henderson, Margaret G., 523 Howe St., Green Bay  
 Hogan, Margaret, 430 N. Maple Ave., Green Bay  
 Hoole, Patricia, McKinley School, West Allis  
 Hopkins, Helen, Todd School, Beloit  
 Huebner, A. C., 2146 S. 77th St., West Allis  
 Huycke, Robert, 2864 N. Fourth St., Milwaukee 12  
 Jacks, Paul H., 1542 N. Fourth St., Milwaukee 12  
 Jannusch, Ralph E., 4021 S. Kansas Ave., Milwaukee 7  
 Jensemo, Mabel I., Sheboygan Falls  
 Jerving, W. E., 1516 S. 76th St., Milwaukee  
 Johnson, Harold B., Public Schools, Lake Geneva  
 Johnson, J. Cornell, Parker School, Beloit  
 Johnson, Marie Blenda, Franklin School, Fond du Lac  
 Jones, George E., Supt. of Schools, Mayville  
 Jones, Harvey, 8819-A W. Hawthorne, Milwaukee 13  
 Jones, Lloyd, 4459 N. 26th St., Milwaukee  
 Jungck, F. W., 1215 Wilson Ave., Menomonie  
 †Karst, Walter Fay, Roosevelt School, 7314 W. Wright St., Wauwatosa 13  
 Ketterer, Armand F., Elementary School, Madison  
 Kibbe, Delia E., State Dept of Public Instruction, Madison 2  
 Kirchner, Eunice, 9102 W. North Ave., Milwaukee 13  
 Knorr, Mrs. Esther J., 2309 Hegg Ave., Madison 4  
 Koelsch, Joseph F., 1516 W. Forest Home Ave., Milwaukee 4  
 †Kohn, Charlotte, 424 N. Pinckney St., Madison 3  
 Kottbauer, Annette M., Vieau School, Milwaukee 4  
 Krebs, Iva M., 2964 N. Bartlett Ave., Milwaukee 11  
 Kromrey, Edward G., Middleton  
 Krueger, Albert W., Jefferson School, 6926 Aetna Ct., Wauwatosa  
 La Budde, Frank, 1535 N. 40th St., Milwaukee  
 Larum, Ann M., 137 Wisconsin Ave., Waukesha  
 Laske, R. R., 94 Dodge St., Clintonville  
 Lefebvre, Alice R., 600 N. Irwin Ave., Green Bay  
 Leiser, Else, 1504 N. Prospect Ave., Milwaukee 2  
 †Leistikow, Gordon R., Winneconne  
 Liljeblad, Maynard T., 1036 S. 25th St., Milwaukee 4  
 Lindsay, Blanche, 504 State, Manitowoc  
 Lione, Geneva M., 1361 S. 70th St., West Allis  
 Lucas, W. Carman, 3807 N. 21st St., Milwaukee  
 Luening, Edwin G., 2160 N. 60th St., Milwaukee 8  
 Lutze, Charles F., 801 S. 15th St., Sheboygan  
 Lynn, Delford, 2967 S. 37th St., Milwaukee 7  
 Magaro, Nicholas A., 1928 52nd St., Kenosha  
 Manske, Harvey A., 4040 W. Forest Home, Milwaukee 10  
 Marks, Hannah, 3360 N. Sherman Blvd., Milwaukee  
 Maurer, Charles H., 2476 N. 60th St., Milwaukee  
 McCabe, Amber, 721 Oakland Ave., Waukesha  
 McCabe, Monica, 3370 N. Murray, Milwaukee 11  
 McCall, Frank S., Washington School, Racine  
 McGettigan, Ray D., Cooper School, Superior  
 McNally, Charles J., 1805 E. Park Pl., Milwaukee  
 Menzel, Willard R., Blair School, Waukesha  
 Miller, Josephine, 1726 Wood St., La Crosse  
 Millmann, Anna, 5223 W. Wisconsin Ave., Milwaukee  
 Mills, Ethel Newby, Jefferson School, Fond du Lac  
 Milnitz, Lillie L., 3008 N. 77th St., Milwaukee 13  
 Moock, Arthur H., 301 E. Armour Ave., Milwaukee 7  
 Monette, E. C., Clear Lake  
 Mornill, Lester M., 3014 W. Scott St., Milwaukee 4  
 Morse, Alice C., 802 S. 28th St., Milwaukee 4  
 Moser, Robert P., Supt. of Schools, Chilton  
 Mueller, Erna, 10816 Madison St., West Allis 14  
 Mulvaney, Ralph A., Hampton School, Milwaukee 9  
 Mumm, Edna E., 911 Emerson St., Beloit  
 Mynette, Sister M., Viterbo College, La Crosse  
 Neil, Carl, 3054 N. 68th St., Milwaukee 10  
 Nelson, Alan, 4129 N. 71st St., Milwaukee 9  
 Nelson, Clarence E., 939 11th St., Beloit  
 Nelson, Fred R., 1600 E. Lake Bluff, Milwaukee  
 †Nelson, Lena, Durkee School, Kenosha  
 Nichols, Walter D., 2708 W. Wisconsin Ave., Milwaukee 8  
 Nichols, William E., 387 Waugoo St., Oshkosh  
 Nodolf, Clement E., 214 Branch St., Hartford  
 O'Grady, Catherine, 1809 E. Olive St., Milwaukee 11  
 Olson, Henry A., Supt. of Schools, Stoughton  
 Olman, Myrtle M., Emerson School, La Crosse  
 Owens, Sadie I., 1104 N. Marshall St., Milwaukee 2  
 Paukert, Harold L., Supv. Prin., Kohler  
 Paukner, Lillian C., 2117 N. 73rd St., Milwaukee 13  
 Perrodin, Alex F., 940 Second Ave. S., Wisconsin Rapids  
 Peterson, Harold W., 1618 W. Keefe Ave., Milwaukee 6  
 Peterson, Nels, 1943 E. Trowbridge, Milwaukee 7  
 Phelps, Clarence H., 1312 N. 27th St., Milwaukee 8  
 Pierce, A. K., Longfellow School, West Allis  
 Pierce, Milton, 7177 W. Appleton Ave., Milwaukee 13  
 Powell, Harley J., Supt. of Schools, Watertown

# LIST OF MEMBERS

(Hawaii) 333

Price, Walter, 11132 W Potter, Milwaukee 13  
 Rabehl, Floyd, 3360 E. Van Norman Ave.,  
 Cudahy  
 Ralph, H Thoburn, Washington School, Wau-  
 watosa 13  
 Regan, Julia A., Greenfield School, Milwau-  
 kee  
 Reichert, C. Lorena, 2124 Keyes Ave., Madi-  
 son 5  
 Restle, Elizabeth M., 1916 N. 84th St., Mil-  
 waukee 13  
 Rosenthal, P., 2530 N. 52nd St., Milwaukee  
 Rothlisberg, Priscilla, 430 Grand Ave., Merrill  
 Russell, Harris, 2402 Hansen Ave., Racine  
 Rutherford, Howard S., 4358 N. 19th St.,  
 Milwaukee 9  
 Safford, Florence, 919 N. Fifth St., Sheboygan  
 Sand, Oliver C., 2918 N. 75th, Milwaukee 10  
 Sanford, George, 6035 W. Adler St., Mil-  
 waukee 13  
 Schaller, Valentine W., 1124 Swift Ave., She-  
 boygan  
 tSchnell, Fred S., 2722 Highland Ter., Sheboy-  
 gan  
 Schowalter, Harris, 4310 N. 16th St., Mil-  
 waukee 9  
 Schubert, Arthur, Auer Avenue School, Mil-  
 waukee  
 Senn, Florence, 1109 S. 17th St., Manitowoc  
 Sicker, Lillian C., 2227 E. Hartford Ave., Mil-  
 waukee 11  
 Silbersack, Clarence R., Joseph Koenig School,  
 Two Rivers  
 Simon, Helen, Lincoln School, Madison  
 Simonson, Lillian, 8 E. Gorham St., Madison 1  
 Sims, Clyde C., 3517 W. Courtland Ave.,  
 Milwaukee  
 Sims, Morrison, 2029 N. 20th St., Milwaukee  
 10  
 Speerschnider, Mrs. Ethel, 727 S. Jackson St.,  
 Green Bay  
 Stevens, G. D., 405 Island Ave., Racine  
 Stormonth, Peter, 404 E. Bradley Rd., Mil-  
 waukee 9  
 Stowe, Gustave, 9327 W. Lincoln, West Allis  
 14  
 Tabert, Anna H., 1810 W. Wisconsin Ave.,  
 Milwaukee 3  
 Taylor, J. Arthur, 1114 N. 17th St., Superior  
 Taylor, Wilbert H., 305 Riverview Dr., Mani-  
 towoc  
 Tews, Richard, Brown Deer School, Milwau-  
 kee 9  
 Todd, Samuel B., Rt. 4, Waukesha  
 Tower, Ethel F., Hamilton School, La Crosse  
 Tronson, Curtis, Supt., Door County Schools,  
 Sturgeon Bay  
 Tyler, Katherine, 314 Third St., Oconomowoc  
 Uber, Cyril C., Burdge School, Beloit  
 Ulrich, Louis E., Sr., 2430 N. 59th St., Mil-  
 waukee  
 Van Alstine, Frank L., 4780 N. Marlborough  
 Dr., Milwaukee 11  
 Vieth, Arnold, 2623 N. 38th St., Milwaukee 10  
 Vuchetich, Frank J., 1211 Emerson, Beloit  
 Walecka, John A., 1741 Wauwatosa Ave.,  
 Wauwatosa 13  
 Wandry, Walter, Congress School, Milwaukee 9  
 Waterstreet, E. F., Free High School, Kewaunee  
 Welling, Helen F., 233 Doty, Fond du Lac  
 Wertschnig, Victor, Browning School, Mil-  
 waukee 9  
 Wiczynski, Bernard C., 3313 S. 11th St., Mil-  
 waukee 7  
 Williams, Howard J., R.R. 2, Box 172, Muk-  
 wonago  
 Wohlfarth, John P., Lincoln School, Cudahy  
 Wurrow, Al J., 733 S. 26th St., Manitowoc  
 Young, Jack, 4519 S. Pine Ave., Milwaukee 7  
 Zeiler, Edward J., 3340 N. Santa Monica Blvd.,  
 Milwaukee 11

Ziemann, Arthur H., Allen School, Milwau-  
 kee 4

## WYOMING

\*Chambers, Margaret J., Lincoln School,  
 Casper  
 Dunlap, Mrs. Nona Udell, Willard School,  
 Casper  
 Geist, Alfred, Alta Vista School, Cheyenne  
 Hofmeier, Karl A., 125 W. Sixth St., Sheridan  
 King, Dr. Luella M., 615 S. Center, Casper  
 Kuiper, Thomas E., Supt. of Schools, Buffalo  
 Lebbart, Lulu M., 500 W. 26th St., Cheyenne  
 Long, Maude, Grant School, Casper  
 Martin, Mrs. Mabel, Jefferson School, Green  
 River  
 McLaughlin, Eleanor, 1062 S. Elm St., Casper  
 Moore, James H., Box 388, Riverton  
 Robertson, Edith, Box 620, Green River  
 Stinson, Adelle, Jefferson School, Casper  
 Stouffer, Paul R., Supt. of Schools, Lander  
 Thompson, E. M., Supt. of Schools, Rock  
 Springs  
 Walker, Laurence A., Box 454, Jackson  
 Wright, C. C., Grade School, Frontier

## ALASKA

Briggs, Charles, White Cliff School, Box 3041,  
 Ketchikan  
 Caldwell, C. C., Supt. of Schools, Anchorage  
 tErickson, Everett R., Box 215, College  
 Evans, B. Clarence, Box 331, Anchorage  
 Fabricius, George J., Supt. of Schools, Wrangell  
 Fernald, Sara J., Box 557, Sitka  
 Leise, William K., Territorial School, Bethel  
 Montgomery, C. L., Box 2109, Ketchikan  
 Pendleton, James N., Supt. of Schools, Wasilla

## CUBA

Alonso, Dra Andrea, Cuba 20 altos, Caibarien,  
 Prov. Los Villas

## HAWAII

Bohnenberg, Rebecca, Hilo Union School,  
 Hilo  
 Brandt, Mrs. Gladys A., Kapaa School, Kapaa,  
 Kauai  
 Brewer, Mrs. Lela R., Kamehameha Prepara-  
 tory Dept., Bishop Hall, Honolulu 35  
 Carter, Mrs. Beatrice, Kapalama School, 1601  
 N. School St., Honolulu 51  
 Couch, Mary J., Kauluwela School, 310 N.  
 School St., Honolulu 52  
 Eshelman, Carl, Hookena School, Kai Malino  
 Faulkner, Robert Mardis, 1227 Pensacola St.,  
 Honolulu 34  
 Fennell, Lillian K., Box 525, Waipahu, Oahu  
 Griswold, C. J., Aiea School, Box 246, Aiea  
 Haia, William P., Hana School, Hana, Maui  
 Hendry, Mrs. Eva, 1111 Victoria St., Honolulu 34  
 Hobby, Mrs. Eleanor C., Box 255, Elele, Kauai  
 Hugelen, Reinhart L., Likelike School, 1618  
 Palama St., Honolulu 7  
 Kamakaiwi, James C., Ross School, Box 88,  
 Ninole  
 Kanda, Stephen S., Box 277, Wahiawa, Oahu  
 Kellogg, Eleanor A., Ewa School, Ewa, Oahu  
 Kuhlmann, Mrs. Lucile E., Kalaheo, Kauai  
 Lecker, George T., Ookala School, Ookala  
 tLuiz, John C., Central School, Emma and  
 Vineyard Sts., Honolulu 43  
 Marcallino, Mrs. Mina M., Kekaha School,  
 Kekaha, Kauai  
 Morris, Dorothy C., University of Hawaii,  
 Honolulu  
 Riggs, Mrs. Mary E., Spreckelsville, Maui  
 Shejdon, Mrs. Louisa P., Kapaa School, Kapaa,  
 Kauai  
 Soares, Anna, Lanakila School, Honolulu  
 Spillner, Ernest, Elementary School, Hakaiau

Steigerwald, Arthur F., Kaunakakai School, Kaunakakai  
 Sutherland, Mark M., Kōnawaena School, Kealahou, Kona  
 Takamune, Thomas, Mt. View School, Mt. View  
 Thomas, Mrs. Myrtle H., Karulani School, Honolulu 51  
 Webling, G. H., Box 2360, Honolulu  
 †Wise, Cosmo Clyde, Wahiawa School, Wahiawa, Oahu

## PUERTO RICO

Castillo, Mrs. Alida Irizarry, Box 164, Lajas  
 Cianchini, Mrs. Angela A., Box 87, Coamo  
 Hernandez, Adolfo Jimenez, Association de Maestros de Puerto Rico, Apartado 1166, San Juan 6  
 Rodriguez, Antonio, Jr., University of Puerto Rico, Rio Piedras  
 Rodriguez, Mrs. Marina F., 3 Palacios St., Santurce  
 Saez, Antonia, 1427 Americo Salas, Santurce 34

## FOREIGN

## Canada

Aitken, W. E. N., Normal School, Toronto  
 Brennan, F., 274 Moritz St., Arvida, Quebec  
 Johns, Harold P., Dir., Summer School of Educ., Bank of Nova Scotia Bldg., Victoria, B. C.  
 Saez, Mrs. Muriel, 701 Yates St., Victoria, B. C.  
 †Stafford, Harold D., Inspector of Schools, Courtenay, B. C.  
 Wheable, G. A., Board of Educ., London, Ontario

## Philippine Islands

Bernardino, Vitaliano, Div. Supt. of Schools, Boac, Marinduque  
 Cangas, Roman, Mainit, Surigao  
 Cayco, Florentino, Pres. Arellano Colleges, 598 Legarda St., Sampaloc, Manila  
 Damiao, Hilarión, Placer, Surigao  
 De Leon, Generosa, Centro Escolar University, Manila  
 Di, Victoriano, Magdalena, Masbate  
 Dumadag, Felisberto, Mainit, Surigao  
 Fondevilla, Teófilo F., Corcuera, Romblon  
 Gatpolintan, Rosendo, Dinagat, Surigao  
 Mapalo, Ambrosio, Mainit, Surigao  
 †Melocoton, Nestorio B., 916 Misericordia, Manila  
 Mongaya, Jorge, Placer, Surigao  
 Pastorin, José, Masbate, Masbate  
 Silay, Candida, Placer, Surigao

## Miscellaneous

Henderson, Norman K., Psychology Bldg., University of Queensland, Brisbane, Australia  
 Moore, Victor E., Escola Americana, Rua General Urquiza, 223 Leblon, Rio de Janeiro, Brazil  
 Wang, Mrs. Joan Meng, Chinese Embassy, Oslo, Norway  
 Sosted, Harold A., Supvr. of Elem. Educ., Balboa, Panama Canal Zone  
 Hermansson, Ester, Linnegatan 20, Gothenburg, Sweden

## LIBRARIES AND EDUCATIONAL INSTITUTIONS

State Dept. of Education, 501 Dexter Ave., Montgomery 4, Ala.  
 Hollis Burke Frissell Library, Tuskegee Institute, Tuskegee Institute, Ala.

Library, Arizona State Teachers College, Flagstaff, Ariz.  
 Cartwright School, G. L. Downs, Prin., Phoenix, Ariz.  
 Library, Arkansas Teachers College, Conway, Ark.  
 General Library, University of Arkansas, Fayetteville, Ark.  
 Library, State Agric. and Mech. College, Magnolia, Ark.  
 Lincoln School, Central Ave., Alameda, Calif.  
 Professional Library, 1414 Walnut St., Berkeley 7, Calif.  
 University of California Library, Berkeley 4, Calif.  
 Burbank Unified School District, Superintendent's Office, 245 E. Magnolia Ave., Burbank, Calif.  
 Library, Chico State College, Chico, Calif.  
 Compton City Schools, 604 S. Tamarind St., Compton, Calif.  
 Bostonia School, 1930 Broadway, El Cajon, Calif.  
 El Cajon School, 750 E. Main, El Cajon, Calif.  
 Fresno County Free Library, School Dept., Fresno 1, Calif.  
 Library, Fresno State College, Fresno 4, Calif.  
 Teachers Library, Board of Education, 715 Locust Ave., Long Beach 2, Calif.  
 Librarian, Mt. St. Mary's College, 12001 Chalon Rd., Los Angeles 24, Calif.  
 Library and Textbook Section—Elementary, 1205 W. Pico Blvd., Room 208, Los Angeles 15, Calif.  
 Library and Textbook Section—High School, 201 Sentous Street Center, 1205 W. Pico Blvd., Los Angeles 15, Calif.  
 Library, University of California at Los Angeles, 405 Hilgard Ave., Los Angeles 24, Calif.  
 Los Angeles Public Library, 530 S. Hope St., Los Angeles, Calif.  
 Contra Costa County Free Library, Hall of Records, Room 119, Martinez, Calif.  
 Bar V Ranch School, Neil V. Bullion, Nuevo, Calif.  
 Oakland Public Library, 659 14th St., Oakland 12, Calif.  
 Teachers' Professional Library, Admin. Bldg., Room 201, 1025 Second Ave., Oakland 6, Calif.  
 Pasadena City Schools, Elem. Cur. Coordinator, 351 So. Hudson Ave., Pasadena 4, Calif.  
 Library, University of Redlands, Redlands, Calif.  
 California State Library, Sacramento 9, Calif.  
 Reference Library, Admin. Bldg., 825 Union St., San Diego, Calif.  
 San Diego Teachers College, San Diego 5, Calif.  
 ISUP-Y-QMIV-TOG-F31-JFZ, PTO, San Francisco Port of Embarkation, San Francisco, Calif.  
 Teachers' Professional Library, 750 Eddy St., San Francisco, Calif.  
 Professional Library, Santa Barbara City Schools, 1232 De la Vina St., Santa Barbara, Calif.  
 University of California, Santa Barbara Library, Santa Barbara, Calif.  
 Library, College of the Pacific, Stockton, Calif.  
 Curriculum Laboratory, P.O. Box 851, Ventura, Calif.  
 Ventura County Free Library, Box 771, Ventura, Calif.  
 Library, Tulare County, Visalia, Calif.  
 Professional Library, Box 186, Boulder, Colo.  
 Mary Reed Library, University of Denver, Denver 10, Colo.  
 Library, Western State College of Colorado, Gunnison, Colo.



- Board of Education, Professional Library, 249 High St., Hartford 5, Conn.  
 Teachers College of Connecticut, New Britain, Conn.  
 Dept. of Education Library, Yale University, New Haven, Conn.  
 Library, Wilson Teachers College, Washington 9, D. C.  
 Miner Teachers College, Washington 1, D. C.  
 Public Library, 455 Pennsylvania Ave. N. W., Washington, D. C.  
 Library, University of Florida, Gainesville, Fla.  
 P. K. Yonge School, Room 317, Gainesville, Fla.  
 Cushman School, Biscayne Blvd. and 60th St., Miami 38, Fla.  
 Library, School Dist. 4, 107 W. Ross Ave., Tampa, Fla.  
 Library, University of Tampa, Tampa 6, Fla.  
 Library, Albany State College, Albany, Ga.  
 University of Georgia Libraries, Athens, Ga.  
 Fulton County Teachers Library, 345 Washington St. S. W., Atlanta, Ga.  
 Library, Georgia Teachers College, Collegeboro, Ga.  
 Library, Emory University, Emory University, Ga.  
 Junior High School, Burley, Idaho  
 Rucks College Library, Rexburg, Idaho  
 Library, Eastern Illinois State Teachers College, Charleston, Ill.  
 Chicago Public Library, E. F. Young Room, 78 E. Washington St., Chicago 2, Ill.  
 John Crerar Library, 86 E. Randolph St., Chicago, Ill.  
 Librarian, Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill.  
 Library, National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago 5, Ill.  
 Northwestern University, The Joseph Shaffner Library, 339 E. Chicago Ave., Chicago 11, Ill.  
 Rand McNally and Co., Editorial Dept., 536 S. Clark St., Chicago 5, Ill.  
 University of Chicago Libraries, Harper M 22, Chicago, Ill.  
 Central School, H. W. Hightower, Prin., S. Fifth St., Effingham, Ill.  
 Library, National College of Education, Evanston, Ill.  
 Central School, 156 School St., Libertyville, Ill.  
 Rockland School, Rockland Rd., Libertyville, Ill.  
 Western Illinois State Teachers College, Macomb, Ill.  
 Board of Education, Washington School, Maywood, Ill.  
 Library, State Normal University, Normal, Ill.  
 Bradley Polytechnic Institute, Library, Bradley Hall, Peoria, Ill.  
 Illinois State Library, Springfield, Ill.  
 In-Service Professional Library, 128 N. County St., Waukegan, Ill.  
 Library, Skokie School, Winnetka, Ill.  
 University School Library, c/o Margaret Griffin, Bloomington, Ind.  
 Library, St. Francis College, 2701 Spring St., Ft. Wayne 8, Ind.  
 Gary Public Library, Fifth Ave. and Adams St., Gary, Ind.  
 Butler University Library, Indianapolis 7, Ind.  
 Indiana State Library, 140 N. Senate Ave., Indianapolis 4, Ind.  
 Library, Purdue University, Lafayette, Ind.  
 Library, Ball State Teachers College, Muncie, Ind.  
 Library, Iowa State College, Ames, Iowa  
 Professional Library, 1001 Harrison St., Davenport, Iowa  
 Dept. of Public Instruction, State Supt. Jessie M. Parker, Des Moines 19, Iowa  
 Marshall School, Esther Helbig, Prin., Dubuque, Iowa  
 Library, Bethany College, Lindsborg, Kans.  
 University of Kansas, Ext. Div., Lawrence, Kans.  
 Library, University of Kentucky, Lexington, Ky.  
 Johnson Camden Library, Morehead State Teachers College, Morehead, Ky.  
 Library, Eastern Kentucky State Teachers College, Richmond, Ky.  
 Library, Louisiana State University, Baton Rouge 3, La.  
 Materials Bureau, East Baton Rouge Schools, Room 201, Court House, Baton Rouge, La.  
 Ft. Howard School, Isaac R. Foster, Prin., 3220 Cleveland Ave., New Orleans 15, La.  
 Johnson Lockett School, 3240 Law St., New Orleans 17, La.  
 Teachers Professional Library, 1835 Erato St., New Orleans 13, La.  
 Bangor Public Library, Bangor, Maine  
 State Teachers College, Farmington, Maine  
 Library, University of Maine, Orono, Maine  
 Enoch Pratt Free Library, Cathedral St., Baltimore, Md.  
 Library, Johns Hopkins University, Charles and 34th Sts., Baltimore 18, Md.  
 Library, State Teachers College, Frostburg, Md.  
 Board of Education, Worcester County, Snow Hill, Md.  
 Library, State Teachers College, Towson, Md.  
 School Committee Office, Moore St., Belmont, Mass.  
 D. C. Heath and Co., Trevor K. Serviss, 285 Columbus Ave., Boston 16, Mass.  
 D. C. Heath and Co., Publicity Dept., 285 Columbus Ave., Boston 16, Mass.  
 Public Library, Milton E. Lord, Boston, Mass.  
 Library, Boston College, University Heights, Chestnut Hill, Mass.  
 Library, State Teachers College, Fitchburg, Mass.  
 Massachusetts Elementary School Principals Assn., 125 N. Maple St., Florence, Mass.  
 State Teachers College Library, Lowell, Mass.  
 Library, State Teachers College, North Adams, Mass.  
 Library, Smith College, Northampton, Mass.  
 Hebrew Teachers College, 14 Crawford St., Roxbury 21, Mass.  
 Library, State Teachers College, Salem, Mass.  
 Library, State Teachers College, 486 Chandler St., Worcester, Mass.  
 General Library, University of Michigan, Ann Arbor, Mich.  
 Detroit Public Library, 5201 Woodard Ave., Detroit 2, Mich.  
 Library, Marygrove College, Detroit 21, Mich.  
 Sisters of St. Francis, 8151 Rolyat Ave., Detroit 12, Mich.  
 Zimmerman School, Corunna Rd. at Downey St., Flint 3, Mich.  
 Library, Western Michigan College of Education, Kalamazoo 45, Mich.  
 Michigan State Library, Lansing 13, Mich.  
 State Teachers College, Bemidji, Minn.  
 Board of Education, 226 N. First Ave. E., Duluth 5, Minn.  
 Board of Education Library, Rooms 102 and 103, Jackson Bldg., 15th Ave. S. and Fourth St., Minneapolis, Minn.  
 Minneapolis Public Library, Hennepin Ave. and Tenth St., Minneapolis, Minn.  
 Library, State Teachers College, St. Cloud, Minn.  
 St. Paul Public Library, Fourth and Washington Sts., St. Paul 2, Minn.

- Library, State Teachers College, Winona, Minn.  
 Library, University of Mississippi, University, Miss.  
 Library, Southeast Missouri State Teachers College, Cape Girardeau, Mo.  
 Kansas City Public Library, Kansas City, Mo.  
 Booker T. Washington School, 430 W. Adams Ave., Kirkwood, Mo.  
 Lincoln School, 7917 Thomas Ave., Richmond Heights 17, Mo.  
 Elementary School Principals Association, c/o Teachers Library, 911 Locust St., St. Louis, Mo.  
 Library, Harris Teachers College, 1517 S. Theresa Ave., St. Louis 4, Mo.  
 Professional Library, 911 Locust St., St. Louis 1, Mo.  
 St. Louis Public Library, Olive, 13th and 14th Sts., St. Louis 3, Mo.  
 Stowe Teachers College Library, 2615 Pendleton, St. Louis 13, Mo.  
 Research Dept., Board of Education, 16 Selma, Webster Groves 19, Mo.  
 Anaconda School Dist 10, Supt Fulton Gale, Anaconda, Mont.  
 Library, Montana State Normal College, Dillon, Mont.  
 Library, Montana State University, Missoula, Mont.  
 Hastings College Library, Hastings, Nebr.  
 Dept. of Education, Nebraska State Teachers College, Kearney, Nebr.  
 Library, Nebraska State Teachers College, Kearney, Nebr.  
 Union College Library, Lincoln, Nebr.  
 University of Nebraska Libraries, Lincoln 8, Nebr.  
 Library, Nebraska State Teachers College, Wayne, Nebr.  
 State Board of Education, State House, Concord, N.H.  
 Keene Teachers College, Keene, N.H.  
 Free Public Library, Ave. C and 31st St., Bayonne, N.J.  
 Chatham Public School 1, Chatham, N.J.  
 State Teachers College, J. J. Savitz, Glassboro, N.J.  
 School 1, Attn. Mr. S. Thomas, Broadway, Hackensack, N.J.  
 School 3, Attn. Dr. Patterson, State St., Hackensack, N.J.  
 School 6, Attn. Marie Hennes, Jackson Ave., Hackensack, N.J.  
 Seton Hall College Library, 3044 Hudson Blvd., Jersey City, N.J.  
 Martinsville School, Washington Valley Rd., Martinsville, N.J.  
 Board of Education, 22 Valley Rd., Montclair, N.J.  
 Library, Board of Education, 31 Green St., Newark 2, N.J.  
 Newark Public Library, 5 Washington St., Newark 2, N.J.  
 Seton Hall College Library, 40 Clinton St., Newark 2, N.J.  
 Library, State Teachers College, Paterson, N.J.  
 Ramsey Grammar School, Ramsey, N.J.  
 Library, University of New Mexico, Albuquerque, N.Mex.  
 Rodgers Library, University School, New Mexico Highlands University, Las Vegas, N.Mex.  
 New Mexico State Teachers College, Training School, Silver City, N.Mex.  
 State Teachers College, Brockport, N.Y.  
 Bureau of Libraries, Room 210, 110 Livingston St., Brooklyn 2, N.Y.  
 Junior High School 210, Rochester Ave. and Park Pl., Brooklyn 13, N.Y.  
 Library, St. John's University, 75 Lewis Ave., Brooklyn, N.Y.  
 Buffalo Public Library, Buffalo 3, N.Y.  
 Mt. St. Joseph Teachers College Library, Agassiz Circle, Buffalo 14, N.Y.  
 Library, St. Lawrence University, Canton, N.Y.  
 State Teachers College, Fredonia, N.Y.  
 Main Library, State Teachers College, Geneseo 6, N.Y.  
 Office of Asst. Supt., School 82, 144th St. and 88th Ave., Jamaica 2, N.Y.  
 Queens Borough Public Library, 89-14 Parsons Blvd., Jamaica 2, N.Y.  
 C.G.U.S.F.A., (TOG-Z2-Attn Educ. Div.) APO 777, c/o Postmaster, New York, N.Y.  
 C.G.U.S.F.E.T., (TOG-Y81-IFZ) APO 751, c/o Postmaster, New York, N.Y.  
 Education Research Committee, G. L. Meyer, 60 E. 42nd St., New York 17, N.Y.  
 Library, Jewish Educ. Committee of New York, Inc., 1776 Broadway, New York, N.Y.  
 Library, New York University, Washington Square, New York 3, N.Y.  
 Office of Asst. Supt., School 92, 179th St. and Clinton Ave., New York 57, N.Y.  
 Admin. Bldg., Room 33, Mr. Ambellan, 607 Walnut St., Niagara Falls, N.Y.  
 Library, State Teachers College, Oneonta, N.Y.  
 Library, State Teachers College, Oswego, N.Y.  
 Library, State Teachers College, Plattsburg, N.Y.  
 Main Library, State Teachers College, Potsdam, N.Y.  
 Rochester Public Library, 115 South Ave., Rochester 4, N.Y.  
 Women's College Library, University of Rochester, Rochester, N.Y.  
 Roslyn High School, Attn. George E. Bryant, Roslyn Heights, N.Y.  
 Professional Library, 108 Union St., Schenectady 1, N.Y.  
 St. George Branch, New York Public Library, 14 Bay St., Staten Island 1, N.Y.  
 Library, Syracuse University, Syracuse 10, N.Y.  
 McKinley School, 141 W. Newell St., Syracuse, N.Y.  
 Superintendent, Eastchester High School, Tuckahoe 7, N.Y.  
 New York School for the Deaf, 555 Knollwood Rd., White Plains, N.Y.  
 World Book Company, Attn. H. O. Field, 313 Park Hill Ave., Yonkers 5, N.Y.  
 Library, Appalachian State Teachers College, Boone, N.C.  
 North Carolina College for Negroes, Library, Durham, N.C.  
 Library, East Carolina Teachers College, Greenville, N.C.  
 Library, Winston-Salem Teachers College, Winston-Salem, N.C.  
 Salem College Library, Winston-Salem, N.C.  
 Library, State Teachers College, Minot, N.Dak.  
 Professional Library, 70 N. Broadway, Akron 8, Ohio  
 Chubb Library, Ohio University, Athens, Ohio  
 Library, Baldwin-Wallace College, Berea, Ohio  
 Public Library of Cincinnati, Vine St., Cincinnati, Ohio  
 Teachers College, Athenaeum of Ohio, 28 Calhoun St., Cincinnati 19, Ohio  
 Xavier University Library, Evanston Sta., Cincinnati 7, Ohio  
 Board of Education, 1380 E. Sixth St., Room 306, Cleveland, Ohio  
 Sisters College of Cleveland, 1027 Superior Ave. N.E., Cleveland 14, Ohio  
 Library, Ohio State University, Columbus, Ohio  
 Headquarters Library, Board of Education, 1470 Warren Rd., Lakewood 7, Ohio  
 Central Junior High School, 116 W. Church St., Newark, Ohio  
 Library, University of Toledo, 2801 W. Bancroft St., Toledo, Ohio

- Toledo Public Library, 325 Michigan St., Toledo 2, Ohio  
 Antioch College Library, Yellow Springs, Ohio  
 Board of Education, Graduate Study Center, 400 N. Walnut, Oklahoma City 4, Okla  
 Library, Southern Oregon College of Education, Ashland, Oreg.  
 Library, University of Oregon, Eugene, Oreg.  
 Library, Oregon College of Education, Monmouth, Oreg.  
 Curriculum Library, School Dist. 1, 631 N E. Clackamas, Portland 8, Oreg.  
 Guidance Center, 220 N E Beech St., Portland 12, Oreg.  
 Library Association of Portland, 801 S W Tenth Ave., Portland 5, Oreg.  
 Oregon State Library, Supreme Court Bldg., Salem, Oreg.  
 School District 33, Vanport City 17, Oreg  
 Easttown Township School District, First and Bridge Aves., Berwyn, Pa  
 Superintendent's Office, Junior High School, Bradford, Pa.  
 Carlisle High School Library, Graham St., Carlisle, Pa.  
 Library, State Teachers College, Clarion, Pa  
 Library, State Teachers College, East Stroudsburg, Pa.  
 Erie Public Library, Erie, Pa  
 Library, State Teachers College, Indiana, Pa.  
 Bucknell University Library, Lewisburg, Pa.  
 Library, State Teachers College, Lock Haven, Pa.  
 Mifflinburg High School, c/o Prof. M W Earl Thomas, Mifflinburg, Pa.  
 Allegheny County Schools, 345 County Office Bldg., Pittsburgh 19, Pa.  
 Library, 160 Admin Bldg., Pittsburgh 13, Pa  
 Library, State Teachers College, Shippensburg, Pa.  
 Library, State Teachers College, Slippery Rock, Pa.  
 Library, State Teachers College, West Chester, Pa.  
 School District of Spring Township, Box 126, West Lawn, Pa.  
 Library, Brown University, Providence, R.I.  
 Professional Library, School, Dept., 20 Summer St., Providence, R.I.  
 Providence Public Library, 229 Washington St., Providence, R.I.  
 Principal, Elementary School, Walterboro, S.C.  
 Maury County Circulating Library, Columbia, Tenn.  
 Library, East Tennessee State College, Johnson City, Tenn.  
 Davidson County School Library, 509 Court House, Nashville 3, Tenn.  
 Elliott Library, 700 Broad St., Nashville 3, Tenn.  
 Library, George Peabody College for Teachers, Nashville 4, Tenn.  
 Extension Teaching Centers Dept., Room 303, University of Texas, Austin 12, Texas  
 Library, University of Texas, Austin, Texas  
 Bonham Public Schools, J B. Golden, Supt., Bonham, Texas  
 Library, West Texas State Teachers College, Canyon, Texas  
 Southern Methodist University, Fondren Library, Dallas, Texas  
 Texas State College for Women, Library, Box 3715, Denton, Texas  
 Library, College of Mines and Metallurgy, El Paso, Texas  
 Public Library, Ft. Worth, Texas  
 Colored Branch, Houston Public Library, Houston, Texas  
 Library, University of Houston, Houston, Texas  
 Library, Texas College of Arts and Industries, Kingsville, Texas  
 Public Library, San Antonio, Texas  
 Library, Temple Junior College, Temple, Texas  
 Cache County School District, 179 N. Main St., Logan, Utah  
 Library, Utah State Agricultural College, Logan, Utah  
 Granite School District, 3212 S State St., Salt Lake City 5, Utah  
 Library, University of Utah, Salt Lake City, Utah  
 Superintendent of Public Instruction, 221 Capitol Bldg., Salt Lake City, Utah  
 State Normal School, Johnson, Vt  
 Rutland Public Schools, Box 48, Rutland, Vt  
 Hampton Institute, School of Education, Hampton, Va.  
 Library, State Teachers College, Radford, Va.  
 Library, Western Washington College of Education, Bellingham, Wash  
 Roeder School, Dupont and Eye Sts., Bellingham, Wash.  
 Hargreaves Library, Eastern Washington College of Education, Cheney, Wash.  
 Library, Central Washington College of Education, Ellensburg, Wash.  
 Lind Consolidated Schools, Lind, Wash.  
 Omak Public Schools, Dist. 19, Omak, Wash.  
 Library, State College of Washington, Pullman, Wash  
 Renton Elementary Schools, Box 359, Renton, Wash.  
 EVIL-Y-QMIV-TOG-F31-JFZ, PTO, Seattle Port of Embarkation, Seattle, Wash.  
 School of Education, University of Washington, Seattle 5, Wash.  
 Seattle Public Library, Seattle 4, Wash  
 Library, Holy Names College, Spokane 11, Wash.  
 Spokane Public Library, Spokane, Wash  
 Garfield School, Toppenish, Wash.  
 Lieser Road School, Vancouver, Wash.  
 Library, Bluefield State College, Bluefield, W. Va.  
 Library, State Teachers College, Fairmont, W. Va.  
 State Teachers College, Glenville, W. Va.  
 Library, Shepherd State Teachers College, Shepherdstown, W. Va.  
 Curriculum Dept., Board of Education, 351 W. Wilson St., Madison 3, Wis.  
 Library, University of Wisconsin, Madison 6, Wis.  
 State Department of Public Instruction, State Capitol, Room 147 North Wing, Madison 2, Wis.  
 Library, State Teachers College, Milwaukee, Wis.  
 Milwaukee Public Library, 814 W. Wisconsin Ave., Milwaukee, Wis.  
 Library, State Teachers College, Platteville, Wis.  
 Racine Public Library, Racine, Wis.  
 State Teachers College, Stevens Point, Wis.  
 Board of Education, George M. O'Brien, Supt., Two Rivers, Wis.  
 Library, State Teachers College, Whitewater, Wis.  
 U.S. Information Library, American Embassy, Brussels, Belgium  
 Creston Valley United Schools, Elementary School, Creston, B.C., Canada  
 Provincial Normal School, I. B. Rouse, Prin., Fredericton, N.B., Canada  
 Bancroft, School, 4563 St. Urbain St., Montreal 14, Que., Canada  
 The Principal, Imperial School, Regina, Sask., Canada  
 The Principal, Lakeview School, Regina, Sask., Canada  
 Library, University of British Columbia, Vancouver, B.C., Canada

- Canton University, Ting Waang Kai, Canton, China  
 National Central Library, Cheng Hsien Chieh, Nanking, China  
 Fujen University, Ting-Fu-Ta-Chieh, West City, Peiping, China  
 Aurora University, Ave. Dubail, Shanghai, China  
 Kwang Hua University, 221 Au-Yang Rd., Hong-kew, Shanghai, China  
 Ta Hsia University, Chang Shan, North Rd, Shanghai, China  
 U.S. Information Library, Attn. Joran Birke-land, American Legation, Copenhagen, Den-  
 mark  
 Ministry of Education, Missions Dept, Cairo, Egypt  
 U.S. Information Library, American Legation, Helsinki, Finland  
 Library of Hawaii, King at Punchbowl St., Honolulu 2, Hawaii  
 Teachers College Branch, University of Hawaii Library, Honolulu, Hawaii  
 U.S. Information Library, American Embassy, The Hague, Netherlands  
 U.S. Information Library, American Embassy, Oslo, Norway  
 Baldorioty Junior High School, Box 1247, San Juan, Puerto Rico  
 Library, Department of Education, San Juan, Puerto Rico  
 Librarian, Union Education Dept, Dr E 31/1/2, Pretoria, South Africa  
 U.S. Information Library, American Legation, Stockholm, Sweden  
 Press Section, American Legation, Bern, Switzer-land  
 U.S. Information Service, American Embassy, Moscow, U.S.S.R. (c/o Foreign Service Mail Desk, Department of State, Washington, D C )

# State Associations of Elementary School Principals

IN THE following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

- ALABAMA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) R. L. Booker, Russell School, Mobile. (2) Mrs. Aurita D. Lyter, Eight Mile
- ARIZONA—PRINCIPALS' DEPARTMENT OF ARIZONA EDUCATION ASSOCIATION (1) Edwon L. Riggs, Creighton School, Phoenix. (2) Arden Staples, Longview School, Phoenix
- ARKANSAS—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Thomas Lee, Peabody School, Fort Smith (2) Mrs W. F. Deloach, Marianna
- CALIFORNIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Dana S. Frame, Bret Harte School, Sacramento. (2) Mrs. Kathleen H. Stevens, 5266 Village Green, Los Angeles 16
- COLORADO—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Robert Davis, 1911 N. Corona St., Colorado Springs (2) Hilda Bessee, 337 Gunnison Ave., Grand Junction
- CONNECTICUT—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Caroline C. Jourdan, Ivy School, New Haven (2) Laura B. Huenerberg, 889 Howard Ave., Bridgeport 5
- DISTRICT OF COLUMBIA—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Margaret K. Patterson, 1673 Columbia Rd., Washington. (2) Mrs. Maud F. Roby, 4503 Oliver St., Riverdale, Md.
- DIVISIONS 10-13. (1) Mrs. Ruth Savoy, Briggs-Montgomery School, Washington 7. (2) Mrs. Rosa Jones, Giddings School, Washington 5
- FLORIDA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS (1) G. F. Wilson, Ybor School, Tampa. (2) Lucille Ingram, Orange Grove Elementary School, Tampa
- GEORGIA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Mrs. Rose B. Whitworth, Clark Howell School, Atlanta (2) Mrs. Annie Johnson, Peeples Street School, Atlanta
- ILLINOIS—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) J. Lewis Winegarner, 6611 W. 31st St., Berwyn. (2) W. C. Butler, Jefferson School, Charleston
- INDIANA—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Mrs. Henrietta W. Hudson, School No. 73, Indianapolis (2) M. B. Stump, School No. 46, Indianapolis
- IOWA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) W. C. Yeager, 4820 4th Ave., Sioux City. (2) Fern Hayes, 766 Warden Apts., Ft. Dodge
- KANSAS—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Joe Burke, 2718 Lee Court, Topeka (2) C. P. Wetlaufer, 2703 Indiana Ave., Topeka
- LOUISIANA—ELEMENTARY PRINCIPALS' DEPARTMENT. (1) L. P. Resweber, Bastrop Central School, Bastrop. (2) J. Arthur White, Dibert School, New Orleans
- MAINE—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Edith Harmon, Lincoln School, South Portland. (2) Mrs. Helen Brackett, 24 Federal St., Brunswick
- MARYLAND—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Anna P. Rose, Chevy Chase Elementary School, Chevy Chase. (2) Edward Gursek, School #2, Baltimore
- MASSACHUSETTS—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) William H. McLin, Joseph Finberg School, Attleboro. (2) Lawrence Mantyla, Locke School, Arlington
- MICHIGAN—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Sherman Cross, DuBois School, Detroit. (2) Mrs. Ida McGuire, Sugnet School, Midland
- MINNESOTA—ELEMENTARY PRINCIPALS' ASSOCIATION (1) George L. Berry, 645 Asbury St., St. Paul. (2) Mildred K. Loughrea, 1335 Grand Ave., St. Paul
- MISSISSIPPI—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Anne Griffin, Clay Street School, Vicksburg. (2) Patsy Hathorn, 2000 Idlewild, Jackson
- MISSOURI—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS (1) J. Raymond Bills, Moreau Heights School, Jefferson City. (2) Wayne T. Snyder, Jefferson School, Kansas City
- NEBRASKA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Florence Rainforth, Longfellow School, Hastings (2) Gladys M. Wilson, Dodge School, Grand Island
- NEW HAMPSHIRE—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Elsa Thunberg, 33 Highland St., Portsmouth (2) Margaret I. Simpson, 407 Middle St., Portsmouth
- NEW JERSEY—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Eleanor C. Yeager, Park Avenue School, Pleasantville. (2) Barbara Wolf, Jefferson School, Bergenfield
- NEW MEXICO—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Richard Mock, 413 S. Dartmouth, Albuquerque. (2) Harold Goff, 3212 Monterey Drive, Albuquerque
- NEW YORK—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) R. DeWitt Morrison, Roosevelt School, Port Chester. (2) Charles W. Joyce, 719-721 Sibley Tower Bldg., Rochester 4
- NORTH CAROLINA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) T. L. Looper, Gastonia Jr. High School, Gastonia. (2) Kate A. McIntyre, Central School, Laurinburg
- NORTH CAROLINA—NEGRO DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) J. W. Eaton, Lucille Hunter School, Raleigh. (2)

- Mrs Myrtolene Graye Fairview School, High Point
- OHIO—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) John H. Smith, 3847 Drakewood Drive, Cincinnati. (2) Dorothy L. Weagly, 2931 Neil Ave., Columbus
- OKLAHOMA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Harvey Mullinax, Westwood Elem. School, Oklahoma City 8. (2) Alta Thomas, Wilson Elem. School, Oklahoma City 3
- OREGON—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Melvin F. Moore, Edison School, Eugene. (2) Mrs. Charlene Edwards, Philomath
- PENNSYLVANIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) James L. Beighle, Penn Valley, Narbeth (2) Robert M. Means, 234 Fairlamb Ave., Havertown
- RHODE ISLAND—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Catherine E. Hanley, Hanley Court, Pascoag. (2) Theresa V. McKenna, 528 Academy Ave., Providence
- SOUTH CAROLINA—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) T. H. Ulmer, Thornwell Elementary School, Hartsville
- SOUTH DAKOTA—ELEMENTARY SCHOOL PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Maud Johnston, 414 11th Ave., S.E., Aberdeen. (2) Ardath Van Tassell, Mitchell
- TENNESSEE—ELEMENTARY PRINCIPALS' SECTION. (1) R. N. Chenault, Warner School, Nashville. (2) Iva Sims Una School, Davidson County
- TEXAS—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Roy H. Rowland, Goose Creek Public Schools, Goose Creek (2) Gladys Simons, Rt. 6, Box 542, Fort Worth
- UTAH—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Leon F. Christiansen, Tremonton (2) Ronald Leonard, Bear River City
- VIRGINIA—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Pauline C. Gorham, Jefferson School, Alexandria. (2) Harriet L. Simpson, West End School, Roanoke
- WASHINGTON—DIVISION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Wilbur Daniel, John Hay School, Seattle (2) J. E. Zylstra, Elementary Schools, Marysville
- WEST VIRGINIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) James Moler 401 S. George St., Charles Town. (2) Cecil Gates, Second Ward School, Morgantown
- WISCONSIN—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Edna Mumm, 911 Emerson St., Beloit. (2) Mrs. Ethel Speers-schneider, 727 S. Jackson St., Green Bay
- WYOMING—ELEMENTARY PRINCIPALS' CLUB. (1) Karl A. Hofmeier, 125 W. 6th, Monarch. (2) Lulu Lebbart, 500 W. 26th St., Cheyenne

## Sectional Associations of Elementary School Principals

THESE include organizations in counties, districts, zones and similar divisions of the states. In the following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

- ALABAMA—BLOUNT COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) C. B. Phillips, Rt. 1, Trafford. (2) C. B. Warren, Onotona
- ARIZONA—SALT RIVER VALLEY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) W. L. Longan, Alma School, Mesa (2) T. V. Pyle, Buckeye School, Buckeye
- CALIFORNIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- BAY SECTION. (1) Robert N. Rushforth, Cragmont School, Berkeley 8. (2) Raymond J. Fisher, 314 Saratoga, Los Gatos
- CENTRAL SECTION. (1) Rulon P. Keetch, Standard School, Oildale. (2) Glenn Jacobsen, Mt. View School, Bakersfield
- CENTRAL COAST SECTION. (1) Carl Lundberg, 560 Santa Maria St., Salinas. (2) Virginia Rocca, Alisal School, Salinas
- NORTH COAST SECTION. (1) Robert H. Madsen, Korbelt, Humboldt County (2) Neva Cannon, Fort Bragg, Mendocino County
- NORTHERN SECTION. (1) John H. Palmer, 415 Seventh St., Marysville. (2) Richard Corbin, Redding
- SOUTHERN SECTION. (1) Louis Cook, Jr., 257 Coronado Ave., Long Beach 3 (2) Marcella L. Richards, 1701 S. 8th St., Alhambra
- CONTRA COSTA COUNTY PRINCIPALS' ASSOCIATION. (1) Thomas Evans, Concord. (2) James Keeler, Port Chicago
- MONTEREY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) S. Cedric Jasper, 70 Via Ventura, Monterey (2) M. T. Joseph, 880 A Ocean Ave., Monterey
- ORANGE COUNTY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Paul G. Jungkeit, Box 66, Olive
- SAN BERNARDINO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Dean Carlton, 624 Monterey, Redlands. (2) Mary Peters, 952 N. Fourth Ave., Upland
- SANTA CRUZ COUNTY PRINCIPALS' ASSOCIATION. (1) Mrs. Eleanor Fortes, Box 307, Capitola. (2) Mrs. Eva Bulch, Box 157, Aptos
- SONOMA COUNTY ELEMENTARY PRINCIPALS ASSOCIATION. (1) Mrs. Linda Jobe, 1132 Slatius St., Santa Rosa. (2) Carl J. Penn, 1119 Morgan St., Santa Rosa
- TULARE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Jay L. Bessey, Box W,

- Strathmore. (2) F. Ewing Bone, Rt. 1, Box 16, Lindsay
- COLORADO**—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS.
- SOUTHERN DIVISION. (1) Donald Crowder, Lowell School, Colorado Springs. (2) Victoria Cristiano, Strack School, Pueblo
- FLORIDA**—PINELLAS COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Margaret Stine, Lakeview School, St. Petersburg. (2) Mabel Kelso, Roser Park School, St. Petersburg
- SANTA ROSA COUNTY PRINCIPALS' ASSOCIATION. (1) A. L. Gillman, Rt. 2, Milton. (2) A. D. McCall, Rt. 3, Milton
- GEORGIA**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- FIRST DISTRICT. (1) Reginald W. Thompson, Wesley. (2) Mrs. Neva Williamson, Soperton
- SECOND DISTRICT. (1) Harold E. Mufree, Rt. 1, Hartsfield. (2) Mrs. E. W. Gordon, Ready Creek School, 119 2nd Ave., S.W. Moultrie
- THIRD DISTRICT. (1) Mack Turner, Edgewood School, Columbus.
- FOURTH DISTRICT. (1) Mrs. Dessa F. Henderson, College Street School, Carrollton. (2) Mrs. J. H. McGiboney, Tallapoosa School, Carrollton
- FIFTH DISTRICT. (1) Mrs. Mary H. Freeman, Avondale Estates. (2) Mrs. Margaret Brown, E. P. Howell School, Atlanta
- SIXTH DISTRICT. (1) Mary Simpson, 501 West Green St., Milledgeville. (2) Mrs. P. N. Bevins, Vinson Heights, Milledgeville
- SEVENTH DISTRICT. (1) Ethel Simmons, Trion City School, Trion. (2) Lillie Paynes, Cedartown
- EIGHTH DISTRICT. (1) Mrs. Clyde Carpenter, Jessup. (2) Pauline Culbreth, Waycross
- NINTH DISTRICT. (1) Charles C. Tate, Commerce. (2) Louise McKinney, Rabun Gap
- TENTH DISTRICT. (1) A. D. Gaskin, William Robinson School, Augusta.
- FULTON COUNTY PRINCIPALS' CLUB. (1) E. P. McIlwain, 1890 Bankhead Ave., Atlanta. (2) Pauline Cash, Harris Street School, East Point
- RICHMOND COUNTY PRINCIPALS' COUNCIL.** (1) A. D. Gaskin, 1118 Murphy St., Augusta. (2) Alcanda Tarver, 1015 Russell St., Augusta
- TREUTLEN COUNTY PRINCIPALS' ASSOCIATION.** (1) Mrs. Neva Williamson, Soperton. (2) Mrs. Johnnie Moring, Soperton
- IOWA**—ELEMENTARY PRINCIPALS' OF SOUTHEAST IOWA. (1) Rheda Coates, 1755 Dill St., Burlington. (2) Merle Wilson, Agassiz School, Ottumwa
- LOUISIANA**—CADDOPARISH SCHOOL ADMINISTRATORS' CLUB. (1) Mrs. Alice Edwards, Jewella School, Shreveport
- MARYLAND**—ALLEGHENY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Sara Wright, 313 Greene St., Cumberland. (2) Grace Filer, Frostburg
- MONTGOMERY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Elsie D. Bosley, Lynnbrook School, Bethesda. (2) Mrs. Grace Howes, Rockville
- PRINCE GEORGE'S COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mary R. Schultz, 1327 16th St., N.W., Washington, D.C. (2) Mildred Hickman, Seat Pleasant
- MASSACHUSETTS**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION
- DISTRICT 10. (1) K. Merton Bozian, Frost School, Westford. (2) Agnes H. Hedberg, Winslow School, Norwood
- NORTH SHORE ELEMENTARY SCHOOL PRINCIPALS' GROUP. (1) J. Henry Higgins, 162 Lowell St., Peabody. (2) Ruth Simmons, 66 Essex St., Beverly
- MISSOURI**—PEMISCOT COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) James Cassidy, Cooter. (2) Nota Grinstead, Deering
- ST. LOUIS COUNTY. (1) Owen Thompson, Central School, Wellston. (2) Ruby Taylor, Buder School, Home Heights
- NEW JERSEY**—ATLANTIC COUNTY ASSOCIATION OF PUBLIC SCHOOL ADMINISTRATORS AND SUPERVISORS. (1) Mabel C. Castle, Madison Ave. School, Atlantic City. (2) Ross H. Sullivan, Leeds Ave. School, Pleasantville
- BERGEN COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Jessie F. George, 623 Lincoln Blvd., Westwood. (2) Michael Gioia, Hasbrouck Heights
- CUMBERLAND COUNTY PRINCIPALS' ASSOCIATION. (1) Mrs. Harry McCormiston, 215 Pine St., Millville
- NEW MEXICO**—DONA ANA COUNTY PRINCIPALS' ASSOCIATION. (1) Waldo Depinbrink, Garfield. (2) Mrs. Dorothy Narrance, Anthony
- NEW YORK**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- CENTRAL ZONE. (1) Vernon L. Lee, North School, Herkimer
- NASSAU COUNTY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Lillian Y. Weatherlow, Brookville, Glen Head. (2) Dr. Roland M. Chatterton, Merrick
- ROCKLAND COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Kenneth Souza, Lakeside School, Spring Valley. (2) Elizabeth Hoehn, Pearl River
- OHIO**—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS.
- NORTHWESTERN DISTRICT. (1) Milo Treece, Fostoria
- SOUTHEASTERN DISTRICT. (1) DeWitt Terry, Jasper
- SOUTHWESTERN DISTRICT. (1) Harry E. O'Neal, Columbian School, Cincinnati. (2) D. E. Everett, Dale Park, Mariemont
- ELEMENTARY PRINCIPALS OF SUBURBAN CLEVELAND. (1) Helen Ullum, 11709 Lake Ave., Lakewood. (2) Anna L. Overturf, 3107 Brookdale, Cleveland
- OREGON**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- CENTRAL REGION. (1) Eugene L. Knott, Kent. (2) Ivan Luman, Madras
- EASTERN REGION. (1) Walter McPartland, Nyssa. (2) Floyd McLinn, La Grande
- SOUTHERN REGION. (1) Cecil L. Roberts, Riverside School, Grants Pass. (2) Joe Fader, Washington School, Ashland
- WASHINGTON COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Errol Hassell, Tigard
- PENNSYLVANIA**
- SUBURBAN PHILADELPHIA ELEMENTARY PRINCIPALS' ASSOCIATION. (1) James L. Beighle, Bryn Mawr School, Bryn Mawr. (2) J. O. Carson, McKinley School, Abington
- TENNESSEE**—EAST TENNESSEE ELEMENTARY PRINCIPALS' SECTION. (1) Roy B. Terry, 306 Clifton Hills, Chattanooga. (2) Ruth Winton, Petros
- MIDDLE TENNESSEE ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Frances Patterson, Donelson. (2) Roberta Sindle, Gallatin
- PUTNAM COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Grady Nichols, Rt. 5, Cookeville. (2) Mrs. Lora Huddleston, Bloomington Springs
- TEXAS**—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION.

- DISTRICT 1. (1) Gerald Jones, Lubbock School, Houston (2) Mrs. G. N. Polk, 623 West Fourth Street, Freeport
- DISTRICT 2. (1) Hazel McConoghey, 1642 W. Craig Pl., San Antonio 1. (2) J. Marshall Butz, Box 337A, Rt. 2, San Antonio 1
- DISTRICT 3. (1) C. T. Blasingame, 2825 Austin St., Corpus Christi
- DISTRICT 4. (1) Mrs. Reuby S. Rhodes, McWhorter School, Lubbock. (2) Mrs. Guy L. Trow, 2010 25th St., Lubbock
- DISTRICT 5. (1) Mrs. W. M. Crabtree, Austin School, Grand Prairie. (2) Grady L. Coates, Terrell
- DISTRICT 8. (1) Percy Burk, Gaston School, Joinerville. (2) Mrs. Vera Covington, Rural Supervisor, Center
- DISTRICT 9. (1) Robert H. Birchfield, San Jacinto School, Amarillo (2) Mrs. Madge Warren, Childress
- DISTRICT 10. (1) Mrs. J. M. Wilson, Marlin. (2) Sarah Holman, Corsicana
- TRI-COUNTY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) J. L. Gibbons, Elementary School, Gladewater. (2) Elizabeth Huback, Kilgore Ind School, Kilgore
- UTAH—ALPINE SCHOOL DISTRICT ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Ray S. Merrill, Pleasant Grove. (2) Marvin Allen, R.D., Provo
- GRANITE DISTRICT ELEMENTARY PRINCIPALS' CLUB. (1) Raymond B. Wrigley, 2149 Green St., Salt Lake City 4. (2) Clark Frei, 875 Sherman Ave., Salt Lake City
- VIRGINIA—DISTRICT J BRANCH, DEPARTMENT OF ELEMENTARY PRINCIPALS. (1) John T. Webner, Gordonsville. (2) Mrs. T. C. Johnson, 705 Eversgreen Ave., Charlottesville
- FAIRFAX COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Rebecca Owen, Lorton. (2) Mrs. Sylvia Allen, Woodbridge
- NORFOLK COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Miss M. R. Kiracoff, 1800 Cedar St., Norfolk 2 (2) Garfield Shafer Jr., 203 Carney St., Portsmouth
- PITTSYLVANIA COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mildred Lee Slayton, 721 N. Main St., Danville. (2) Ethel Martin, Martinsville Rd., Danville
- ROANOKE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. May C. Duncan, 1406 Rugby Blvd., Roanoke. (2) Mrs. Eleanor Garrett, 136 Taylor Ave., Salem
- WEST VIRGINIA—ELEMENTARY PRINCIPALS' ASSOCIATION.
- BARBOUR COUNTY. (1) Bretsel Harris, Belington. (2) Mrs. Fern Melie, Philippi
- BERKELEY COUNTY. (1) Granville Shirley, Bunker Hill. (2) Lee Siler, Martinsburg
- BOONE COUNTY. (1) I. L. Jeffrey, Jeffrey
- BRAXTON COUNTY. (1) Vaughn H. Duffield, Gassaway. (2) Janie Marple, Flatwoods
- BROOKE COUNTY. (1) F. H. Barnhart, 1037 Virginia Ave., Follansbee (2) Luta Gordan, Bethany
- CABELL COUNTY. (1) Genevieve Forsythe, 234 9th Ave., Huntington. (2) Mrs. Bernice Sullivan, 715-4th St., West Huntington
- CALHOUN COUNTY. (1) Paul B. Powell, Grantsville. (2) Mrs. A. E. Weaver, Grantsville
- CLAY COUNTY. (1) Sylvester Mullins, Box 184, Clay. (2) Madeline Shelton, Clay
- DODDRIDGE COUNTY. (1) Fred Freeman, Morgansville. (2) Gertrude Smith, Salem
- FAYETTE COUNTY. (1) Cecil L. Thompson, Montgomery. (2) R. E. Cavendish, Oak Hill
- GILMER COUNTY. (1) Clyde Strader, Tanner (2) Pearl Pickens, Glenville
- GRANT COUNTY. (1) C. D. Sions, Petersburg. (2) Merlin Reel, Maysville
- GREENBRIER COUNTY. (1) Margaret Harrah, Crawley (2) Howard S. Scott, Roncverte
- HAMPSHIRE COUNTY. (1) Edgar J. Scanlon, Levels. (2) S.W. Judy Romney
- HANCOCK COUNTY. (1) Mary Sutton, R.D., Weirton. (2) Mrs. Grace Ralston, Cove School, Holliday's Cove
- HARDY COUNTY. (1) Ira Combs, Needmore. (2) Ernest Strawderman, Lost City
- HARRISON COUNTY. (1) Cecil H. Wagner, McWhorter. (2) Frances Hanlan, Clarksburg
- JACKSON COUNTY. (1) Willard Kessel, Evans. (2) O. P. Davis, Ripley
- JEFFERSON COUNTY. (1) Mrs. Elsie Trail, Charles Town. (2) Ethel Henkle, Halltown
- KANAWHA COUNTY. (1) Milan D. Howard, 6517 Roosevelt Ave., Charleston (2) Mrs. Emelyn M. Myers, 708 Main St., Charleston
- LEWIS COUNTY. (1) Herbert Peterson, Rt. 1, Weston. (2) Mrs. March Linger Butcher, Weston
- LINCOLN COUNTY. (1) Ebb Cummings, Sias. (2) Mrs. Natala Adkins, Porter Fork School, Yawkey
- LOGAN COUNTY. (1) Mrs. Beuna White, Logan. (2) Amy Ecols, Monclo
- MARION COUNTY. (1) F. Walter Cox, 1024 Fennimore St., Fairmont. (2) Larney Gump, Barracksville
- MARSHALL COUNTY. (1) Thomas E. Welch, 1012 Logan St., McMechen (2) Dorothy Dean, McMechen
- MASON COUNTY. (1) Milton Burdette, Leon (2) Sarah Roush, New Haven
- MCDOWELL COUNTY. (1) W. H. Morgan, Raysal (2) Goldia O'Neal, Welch
- MERCER COUNTY. (1) William Hatcher, Bluefield. (2) Clinton D. Lilly, Bluefield
- MINERAL COUNTY. (1) M. M. Heiskell, 11 Carpenter Ave., Ridgeley. (2) Stewart M. Payne, Piedmont
- MINGO COUNTY. (1) Stuart Gose, Matewan. (2) Stella Presley, North Matewan
- MONONGALIA COUNTY. (1) Mrs. Isabel Glover, 160 Fayette St., Morgantown. (2) Ava E. Hall, Stewartstown Rd., Morgantown
- MONROE COUNTY. (1) H. M. Harvey, Union. (2) Mrs. Ethelene Cook, Gap Mills
- MORGAN COUNTY. (1) A. G. Davison, Berkeley Springs (2) Mrs. Lottie O. Cupp, Berkeley Springs
- NICHOLAS COUNTY. (1) Harry Straley, Richwood. (2) Mrs. Byrna Cavendish, Tipton
- OHIO COUNTY. (1) D. A. Hile, 888 National Rd., Wheeling. (2) Lydia Clemens, 42 East Cross St., Elm Grove
- PENDLETON COUNTY. (1) O. R. Mallow, Upper Tract. (2) O. R. Hammer, Franklin
- PLEASANTS COUNTY. (1) Oran B. Farren, St. Marys (2) Edgar E. Simonton, Belmont
- POCAHONTAS COUNTY. (1) J. Z. Johnson, Marlinton. (2) Pearl Carter, Marlinton
- PRESTON COUNTY. (1) Summers McCrum, Jr., Kingwood. (2) Paul E. Jenkins, Albright
- PUTNAM COUNTY. (1) Roy McClanahan, Poca. (2) Estil Lewis, Eleanor
- RALEIGH COUNTY. (1) Norval R. Cooke, 209 Orchard Ave., Beckley (2) Bess N. Head, Slab Fork
- RANDOLPH COUNTY. (1) E. L. Irons, 24 Pleasant Ave., Elkins (2) Mrs. Clara Manning, 316 2nd St., Elkins
- RITCHIE COUNTY. (1) Kenneth Cottrill, Macfarlan. (2) Hosea Prather, Smithville
- ROANE COUNTY. (1) Elizabeth Rhodes, Spencer
- SUMMERS COUNTY. (1) Minnie Cox, Hinton (2) Josephine Gardner, Hinton
- TAYLOR COUNTY. (1) Fred D. Robinson,



227 Maple Ave., Grafton. (2) Louisa Baughman, 306 Virginia Ave., Grafton  
**TUCKER COUNTY.** (1) Felix Colabrese, Albert (2) Mrs Naomi W Kneisly, Davis  
**TYLER COUNTY.** (1) Mrs Mildred McCoulough, Alma. (2) Mrs Clara B. Johnson, Sistersville  
**UPSHUR COUNTY** (1) Daniel Jones, Frenchton  
**WAYNE COUNTY** (1) L. L. Lycan, Fort Gay (2) Julia P Hawes, Kenova  
**WEBSTER COUNTY.** (1) Mrs Frank Marsh

Shumaker, Webster Springs. (2) Mrs Berlin Anderson, Webster Springs  
**WLIZEL COUNTY.** (1) Ray Berger, Paden City. (2) J Leroy Roberts, Pine Grove  
**WIRT COUNTY.** (1) Mamie Cheatham, Elizabeth  
**WOOD COUNTY.** (1) C C. Shutts, 1714 Park St., Parkersburg. (2) Edwin R. Amos, Rt. 5, Parkersburg  
**WYOMING COUNTY.** (1) Vaughn Stewart, Pineville

## Local Associations of Elementary School Principals

**I**N THE following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

**ABILENE, TEXAS**—ELEMENTARY PRINCIPALS' CLUB (1) M. M. Sheffield, 1125 Hickory St (2) S E Pass, 1025 Meander St  
**AKRON, OHIO**—ELEMENTARY PRINCIPALS' ASSOCIATION (1) Margaret Rook, 250 Crescent Drive. (2) Lillian Madden, 394 Greenwood Ave  
**ALEXANDRIA, VA.**—PRINCIPALS' ASSOCIATION. (1) Julia MacGregor, 400 South Washington St (2) Mrs. Lillian Noland, Lee School  
**ALTOONA, PA.**—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION (1) Mary E Crist, 1204 Nineteenth Ave. (2) Caroline E Eckels, 423 Twenty-Fifth Ave.  
**AMARILLO, TEXAS**—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Floyd A Hemphill, Margaret Wills School. (2) Violet B Davidson, Alice Landergin School  
**ATLANTA, GA**—ELEMENTARY PRINCIPALS' CLUB (1) Pauline Martin, 126 Third Ave., Decatur (2) Jessie Carson, 860 Capitol Ave.  
**ATLANTIC CITY, N.J.**—ABSECON ISLAND PRINCIPALS' ASSOCIATION. (1) Ethel C Hammell, Massachusetts Avenue School (2) Margaret Buchanan, Richmond Avenue School  
**BALTIMORE, MD**—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs Ellen S. Griffiths, School No. 225. (2) Nanette S. Levin, School No 62  
**BALTIMORE, MD.**—ASSOCIATION OF ADMINISTRATORS AND SUPERVISORS IN COLORED SCHOOLS (1) William N Parrott, School No 125 (2) Sarah I Sampson, 741 Dolphin St.  
**BAY CITY, MICH**—ELEMENTARY PRINCIPALS' CLUB. (1) Elizabeth Seebeck, 1504 Elizabeth. (2) Carolyn White, 706 Salsburg  
**BERKELEY, CALIF.**—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Helen Maslin, Hillside School. (2) Carol B. Johnson, Jefferson School  
**BEVERLY, MASS.**—ELEMENTARY PRINCIPALS' CLUB. (1) Amy M. Striley, Prospect School (2) Edna I. Barron, 4 Larcom Ave  
**BIRMINGHAM, ALA**—ELEMENTARY PRINCIPALS' CLUB. (1) H Claxton Sparks, Ingle-

nook School. (2) Elsie H'Dillon, Lee School  
**BLOOMINGTON, IND.**—PRINCIPALS' CLUB. (1) Dr. D L. Simon, 902 S. Rogers St. (2) Glen Allen, 2024 E Third St.  
**BRISTOL, CONN**—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Caro M. Gray, Clarence A. Bingham School (2) Harold R. French, John J. Jennings School  
**BUFFALO, N.Y.**—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Ray W. Smith, 161 Ben-zinger St. (2) Ambrose A Grice, 349 Busti Ave.  
**CANTON, OHIO**—WOMEN PRINCIPALS' CLUB. (1) Dorothy L. Fishel, 802 Park Ave., S.W. (2) Mrs. Katharine M. Mansfield, 117 Park Ave., S.W.  
**CASPER, WYO**—ELEMENTARY PRINCIPALS' CLUB. (1) Margaret Chambers, Lincoln School. (2) Mae I Winter, Park School  
**CEDAR RAPIDS, IOWA**—ELEMENTARY PRINCIPALS' CLUB. (1) Isabella J. Campbell, 1400 Second Ave., S.E. (2) Florence Gritzner, 1225 Second Ave., S.E.  
**CHATTANOOGA, TENN.**—ELEMENTARY PRINCIPALS' CLUB. (1) Virgil L Bible, Chattanooga 4. (2) Dorothy Woodard, 323 Georgia Ave., Chattanooga 3  
**CHICAGO, ILL**—PRINCIPALS' CLUB. (1) Leo Frederick, 7710 Burnham Ave. (2) Isabella E. Fitzsimons, 7300 Merrill Ave  
**AUXILIARY I.** (1) Elizabeth G Howland, 6167 Caldwell Ave. (2) Mildred M Minogue, 612 Ridge Ave., Evanston  
**AUXILIARY II.** (1) Marguerite Gerrity, Chase School (2) Dr. Elfriede M Ackermann, Langland School  
**AUXILIARY III.** (1) Elizabeth M. Shanley, 1318 Thorndale Ave. (2) F. Marie O'Leary, 6757 Ridgeland Ave.  
**AUXILIARY IV.** (1) Mary G. Leist, 6345 University Ave. (2) Catherine E. Conner, 3242 N. Magnolia Ave.  
**AUXILIARY V.** (1) Kathleen M Gibbons, 8006 S. Loomis Blvd. (2) Florence C Knight, 4615½ Drexel Blvd.  
**AUXILIARY VI.** (1) Ray A. Buxler, 12125

- Normal Ave. (2) Catherine C. Leach, 6710 Merrill Ave.
- AUXILIARY VII. (1) Chris L. Cooper, 4153 Drexel Blvd. (2) Mary D. Mulroy, 5476 Hyde Park Blvd
- ELLA FLAGG YOUNG CLUB FOR WOMEN PRINCIPALS. (1) Gretta M. Brown, 1332 E. 56th St. (2) Mary M. Sullivan, 6719 Sheridan Rd.
- GEORGE HOWLAND CLUB OF MEN PRINCIPALS. (1) J. Chester Bilhorn, 3846 N. Kedvale Ave. (2) Evan Clogston, 4048 Avers Ave.
- CINCINNATI, OHIO—ELEMENTARY SCHOOL PRINCIPALS' CLUB (1) F. Rudolph Jacobs, 1605 Anderson Ferry Rd. (2) Elizabeth Guilfoile, 14 S. Ft. Thomas Ave., Ft. Thomas, Ky
- CLEVELAND, OHIO—ELEMENTARY PRINCIPALS' CLUB. (1) Julia Kratovila, 9721 Dickens Ave. (2) Laura May, 1412 Ashbury Ave.
- CLIFTON, N.J.—PRINCIPALS' ASSOCIATION. (1) George Walker, School No. 11. (2) Eleanor Sennigen, School No. 15.
- COLUMBUS, OHIO—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) E. B. Graham, 325 Crestview Rd. (2) Mary Cummins, 3636 N. High St
- CORPUS CHRISTI, TEXAS—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) M. L. Langford, 3033 Topeka. (2) James T. Buck, 2506 Crews
- DALLAS, TEXAS—PRINCIPALS' CLUB. (1) W. O. Pipes, North Dallas High School. (2) Mayme Wheelless, William Lipscomb School.
- DANVILLE, ILL.—PRINCIPALS' CLUB. (1) R. G. Seitzinger, 510 W. Voorhees St. (2) Blanche Thomas, 709 N. Vermilion St.
- DAYTON, OHIO—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) L. E. Frederick, 1832 Auburn Ave (2) Mrs. Sue Beeghly, 1833 Auburn Ave
- DENVER, COLO.—PRINCIPALS' AND DIRECTORS' ASSOCIATION. (1) Aubrey T. Bennett, Montclair School (2) Kate W. Kinyon, 414 14th St.
- DES MOINES, IOWA—SCHOOLMASTERS' CLUB. (1) Gaylord L. Troe, 2610 37th St. (2) Elmer Betz, Des Moines Tech High School
- DETROIT, MICH.—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) Florence Kuhn, Herman School (2) Mrs. Bertha Waltsgott, Pulaski School
- DETROIT, MICH.—WOMEN PRINCIPALS' CLUB. (1) Gladys M. Little, Greusel Intermediate School. (2) Hildred Jarvis, 453 Stimson
- DUBUQUE, IOWA—ELEMENTARY PRINCIPALS' CLUB (1) Elsa Schroeder, 865 Rose St. (2) Esther Helbig, 1033 Montrose Terrace
- DULUTH, MINN.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) R. D. Chadwick, Duluth Junior College (2) Olive Pinne, Board of Education
- ELIZABETH, N.J.—PRINCIPALS' ASSOCIATION. (1) J. Francis Gallagher, Hamilton Junior High School. (2) Mrs. Eleanor Delaney, School No. 19
- ELKHART, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) Allen Weldy, 2101 Prairie St. (2) Ray P. Hendrickson, 1808 W. Franklin St
- EL PASO, TEXAS—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) J. M. Whitaker, 3208 Richmond (2) Naomi Jameson, 2911 Savannah
- ERIE, PA.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Charles B. Cross, 926 W. 7th St. (2) Melvin E. Morse, 507 W. 28th St.
- EVANSTON, ILL.—PRINCIPALS' CLUB. (1) Alice Paulsrud, 1205 Sherwin Ave., Chicago (2) Mrs. Mary Shaw, 638 Elmwood Ave.
- FALL RIVER, MASS.—ELEMENTARY PRINCIPALS' CLUB. (1) Gertrude M. Hurley, Highland School. (2) Mary Holt, Wm. Connell School
- FLINT, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) May Pascoe, 2005 Francis Ave. (2) Dorah Young, 224 East Court St.
- FORT WORTH, TEXAS—ASSOCIATION OF PRINCIPALS AND VICE-PRINCIPALS (1) Gladys Miller, West Van Zandt School. (2) Katherine Ashburn, S. S. Dillow School
- GALVESTON, TEXAS—ELEMENTARY PRINCIPALS' CLUB. (1) Elect different chairman monthly. (2) Marguerite M. Quibedeaux, Davy Crockett School
- GLENDALE, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Byron Durlley, Lincoln School, La Crescenta. (2) Clarence Hardy, Edison School
- HAMILTON, OHIO—PRINCIPALS' ASSOCIATION. (1) John G. Benfer, 808 Weller Ave. (2) I. R. Copeland, 33 Dick Ave.
- HARTFORD, CONN.—PRINCIPALS' CLUB (1) George Seiple, Brown School. (2) Claire Brown, Barbour School
- HAZEL PARK, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) Marjorie Long, Hoover School. (2) Avis Blakelee, Wanda School
- HOLYOKE, MASS.—WOMEN PRINCIPALS' CLUB. (1) Eva C. Moynihan, 149 Brown Ave. (2) Lillian M. Donoghue, 309 Walnut St.
- HUTCHINSON, KANS.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Julia Peed, 114 North Plum St. (2) Will Billingsley, 323 East 17th Ave
- INDIANAPOLIS, IND.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Georgia Lacey, School No. 33 (2) Geraldine Eppert, School No. 44
- JACKSON, MICH.—PRINCIPALS' CLUB. (1) Letha Waldorf, Helmer School. (2) Carrie Trombley, McCulloch School
- KALAMAZOO, MICH.—PRINCIPALS' CLUB (1) Bethel Honeysette, Harding School (2) Joe Hooker, Vine School
- KANSAS CITY, KAN.—ELEMENTARY PRINCIPALS' CLUB. (1) Wilma Junker, Bryant School (2) Mildred Hawkins, Snow School
- KANSAS CITY, MO.—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Lena Bumbarger, Faxon School. (2) Ray Hailey, J. C. Nichols School
- LAFAYETTE, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) R. B. Linville, 714 Hitt St. (2) H. E. Sweeney, 1721 Charles St
- LAWRENCE, MASS.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mary A. Twomey, 70 Avon St (2) Beatrice A. McPhee, 188 Bailey St
- LONG BEACH, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Loyd M. Landes, Roosevelt School (2) Mrs. Marjorie E. Wasley, Los Cerritos School
- LOS ANGELES, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Ida F. Coleman, 1403 Fairburn Ave. (2) Grace L. Soderlund, 2828 Herkimer
- LOWELL, MASS.—MASTERS' CLUB (1) William W. Dennett, Morey Junior High School. (2) John E. Barr, 168 Sixth St.
- LUBBOCK, TEXAS—ELEMENTARY PRINCIPALS' CLUB (1) Mrs. Guy L. Trow, 2010 25th St. (2) W. Kary Mathis, 2319 28th St
- LYNCHBURG, VA.—ELEMENTARY PRINCIPALS' CLUB. (1) Dorothy Pratt, 30 N. Princeton Circle. (2) Mrs. Catherine P. Watts, 1060 Rivermont Terrace
- MACON, GA.—ELEMENTARY PRINCIPALS' CLUB (1) Jessie Rice, 214 Hines Terrace. (2) Mabel H. Harris, 1416 Oglethorpe St
- MALDEN, MASS.—WOMEN PRINCIPALS' CLUB. (1) Helen M. Aughtigan, Pierce School
- MEDFORD, MASS.—WOMEN PRINCIPALS'

- CLUB. (1) Ida B. Jacques, 26 Bradlee Rd.  
(2) Agnes G. Sweeney, 100 Otis St.
- MERIDIAN, MISS.—PRINCIPALS' CLUB. (1) Lois Smith, Highland School (2) Laura Mae Carter, Oakland Heights School
- MILWAUKEE, WIS.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Harold W. Peterson, 1900 East Newton Ave. (2) Lillie Milnitz, 3008 N. 77th St.
- MOBILE, ALA.—ELEMENTARY PRINCIPALS' CLUB. (1) Beatrice Denmark, 562 Flint St. (2) Marguerite d'Ornellas, 1314 Chamberlain Ave.
- MOUNT VERNON, N.Y.—ELEMENTARY PRINCIPALS' CLUB. (1) Dr. Henry C. Craine, Fulton School. (2) Helen McKennon, Hale School
- MUNCIE, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) Mae H. Vice, 416 W. Main St. (2) Helen Waldo, 302 W. 13th St.
- MUSKEGON, MICH.—PRINCIPALS' AND SUPERVISORS' COUNCIL. (1) Jo Kathryn La Mantia, 458 W. Webster Ave. (2) Katherine Kapp, 556 W. Grand Ave.
- NASHVILLE, TENN.—ELEMENTARY PRINCIPALS' ROUND TABLE. (1) R. N. Chenuault, Warner School. (2) Mrs. M. H. Sugg, Knox School
- NEWARK, N.J.—PUBLIC SCHOOL PRINCIPALS' ASSOCIATION. (1) Irving J. Townsend, Maple Ave. School. (2) William B. Hargrove, Elliott Street School
- NEW HAVEN, CONN.—PRINCIPALS' CLUB. (1) Charles O'Hara, 109 Woodbridge Ave. (2) Margaret H. Fitz Simons, 589 Howard Ave.
- NEW ORLEANS, LA.—PRINCIPALS' ASSOCIATION. (1) Alice J. Molony, 2306 Peniston St. (2) Alma V. Will, 2318 Dublin St.
- NEW YORK, N.Y.—THE NEW YORK PRINCIPALS' ASSOCIATION. (1) Anna E. Lawson, J. H. S. 81, Manhattan. (2) Mrs. Margaret C. Bronson, 212 W. 120th St.
- NEW YORK, N.Y.—NEW YORK PRINCIPALS' CLUB. (1) Edward J. McNamara, 155 W. 65th St. (2) Sara Rhodes, 769-A St. Mark's Ave., Brooklyn
- NORFOLK, VA.—PRINCIPALS' ASSOCIATION. (1) Edith B. Joynes, 1311 Colonial Ave. (2) J. Harry Carmine, 146 Atterbury St.
- OMAHA, NEBR.—ELEMENTARY PRINCIPALS' CLUB. (1) John G. Jelinek, 317 North 25th St. (2) Paul T. Thompson, 3502 Grand Ave.
- ORLANDO, FLA.—ELEMENTARY PRINCIPALS' CLUB. (1) Mrs. Edna Gleason, 338 N. Summerlin St. (2) Mrs. Hazel Jacobs, 927 Lancaster Drive
- OTTUMWA, IOWA.—PRINCIPALS' CLUB. (1) James F. Van Antwerp, 133 Lincoln Ave. (2) Albert Wagner, 625 Hamilton
- PASADENA, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) A. Roland Walker, 301 S. Madre Ave. (2) Bess McGuire, 1241 Sonoma Drive, Altadena
- PATERSON, N.J.—PRINCIPALS' ASSOCIATION. (1) Howard E. Lawpugh, School No. 10. (2) G. Wesley Florence, School No. 6
- PEORIA, ILL.—ELEMENTARY SCHOOL MEN PRINCIPALS' CLUB. (1) Ervin L. Zehr, 1229 Seneca Place. (2) Jonas C. Hall, 829 W. Wilcox Ave.
- PHOENIX, ARIZONA.—ELEMENTARY ADMINISTRATORS' ASSOCIATION. (1) Howard Soule, 4208 Longview Ave. (2) Ada M. Sundquist, 342 W. Culver
- PITTSBURGH, PA.—ELEMENTARY PRINCIPALS' CLUB. (1) Walter R. Steel, 3819 Hiawatha St. (2) Thomas G. Arnold, 1016 Morning Side Ave.
- PITTSBURGH, PA.—PRINCIPALS' CLUB. (1) Dorothy E. Pickard, Belthoover School. (2) Bernard McCormick, Schenley High School
- PLAINFIELD, N.J.—PRINCIPALS' CLUB. (1) Homer W. Wieder, 949 West Eighth St. (2) Courtland V. Davis, Evergreen School
- PORTLAND, OREG.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Tillman J. Peterson, 6106 N.E. 22nd. (2) David Wright, 2103 N. E. 62nd
- PORTSMOUTH, VA.—SCHOOLMASTERS' CLUB. (1) B. L. Sweeney, 1 Dinwiddie St. (2) W. W. Piland, 208 Middle St.
- PROVIDENCE, R.I.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Francesca Cosgrove, 258 Doyle Ave. (2) Charlotte C. Tennant, 95 University Ave.
- PUEBLO, COLO.—ELEMENTARY PRINCIPALS' CLUB. (1) Hazel MacFarlane, 2401 Grand Ave. (2) Edna Hellstern, 1708 East Orman Ave.
- PUEBLO, COLO.—PRINCIPALS' CLUB. (1) R. F. Standefer, 611 Gaylord. (2) Edna Hellstern, 1708 East Orman Ave.
- RACINE, WIS.—PRINCIPALS' COUNCIL. (1) Frank S. McCall, 914 St. Patrick St. (2) John Gach, Horlick High School.
- RICHMOND, VA.—PRINCIPALS' DIVISION OF RICHMOND TEACHERS' ASSOCIATION. (1) Katherine L. Johnson, 29 E. 18th St. (2) Mrs. Sara G. F. Holmes, 2118 Greenwood Ave.
- RICHMOND, VA.—PRINCIPALS' ASSOCIATION. (1) Leslie Bush, Bainbridge Junior High School. (2) Roland Galvin, Westhampton School.
- ROANOKE, VA.—ELEMENTARY PRINCIPALS' CLUB. (1) Catherine Amis, Salem. (2) Mrs. Mary Bernard, Washington Ave., S.W.
- ROCHESTER, N.Y.—ELEMENTARY SCHOOL PRINCIPALS' COUNCIL. (1) Edna M. Huxson, School No. 17. (2) Marguerite D. Hulbert, School No. 16
- SAGINAW, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) Helen I. Pattinson, 403 S. Fourth St. (2) Mrs. Alice Batcke, 1336 Ward St.
- SAINT JOSEPH, MO.—ELEMENTARY PRINCIPALS' CLUB. (1) Victor Coy, McKinley School. (2) Dorothy Osborne, Blair School
- SAINT LOUIS, MO.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Tom Wohlschlaeger, 9130 Rambler Drive, Afton 23. (2) Martha S. Casey, 5929 Waterman Blvd.
- SAINT LOUIS, MO.—CLUB OF WOMEN PRINCIPALS. (1) Martha Casey, 5929 Waterman Blvd. (2) Julia Schmidt, 3828 Wilmington
- SALINA, KANS.—ELEMENTARY PRINCIPALS' CLUB. (1) Margaret Mills, Bartlett School. (2) Ruth Mitchell, Lowell School
- SAN ANTONIO, TEXAS.—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Elsie B. Jordt, 318 Maverick St. (2) Alice R. Neighbors, 935 Waverly
- SAN FRANCISCO, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Alice Hubner, Longfellow School. (2) Ethel Duncing, George Peabody School
- SAN JOSE, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Irene Henderson, Gardner School. (2) Grace S. Rowe, Lowell School
- SAVANNAH, GA.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Mrs. Dorothy H. Ayers, 603 Anderson Ave. (2) Mrs. Doris Thomas, 211 E. 52nd St.
- SEATTLE, WASH.—PRINCIPALS' ASSOCIATION. (1) Earl M. Towner, 7501 13th, N.W. (2) Mrs. Selma E. Whitl, 6760 34th, S.W.
- SIoux CITY, IOWA.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Harry H. Foster, Hunt School. (2) Charlotte Osborn, Hawthorne School
- SIoux CITY, IOWA.—ADMINISTRATION CLUB. (1) John F. Schmidt, Leeds High School. (2)

Mrs. Charlotte O'Brien, Administration Bldg.  
**SOUTH BEND, IND.**—**WOMEN ADMINISTRATORS & DIRECTORS OF EDUCATION.** (1) Laura Deephouse, 228 South St. Joseph St. (2) Mrs. May Reynard, 1308 Sunnymede  
**SOUTH PORTLAND, MAINE**—**ELEMENTARY PRINCIPALS' ASSOCIATION.** (1) Mrs. Edith H. Harmon, 363 Main St. (2) Dora L. Small, 16 Day St.  
**STOCKTON, CALIF.**—**ELEMENTARY PRINCIPALS' ASSOCIATION.** (1) Lloyd L. Brooks, Rt. 2, Box 280F. (2) Rollo Garretson, 2801 E. Main St.  
**SYRACUSE, N.Y.**—**MEN PRINCIPALS' AND SUPERVISORS' ASSOCIATION.** (1) Henry G. Berberich, Board of Education. (2) G. Frank Lapham, Board of Education  
**TOLEDO, OHIO**—**PRINCIPALS' AND SUPERVISORS' CLUB.** (1) Bertha Bishop, 2114 Robinwood Ave (2) Myrtle M. Best, 1627 Wildwood Rd

**TULSA, OKLA.**—**ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.** (1) L. G. Roberson, Cherokee School. (2) Roger Shepherd, Barnard School  
**WATERBURY, CONN.**—**PRINCIPALS' ASSOCIATION.** (1) Anna M. Skehan, 81 Waterville St (2) Jennie A. Freney, 121 Waterville St  
**WICHITA, KANS.**—**ELEMENTARY SCHOOL PRINCIPALS' CLUB.** (1) Myrtle Conger, 104 South Glendale. (2) Fred W. Doecke, 1808 McKee  
**WILMINGTON, DEL.**—**PRINCIPALS' ASSOCIATION.** (1) George A. Johnson, 14th & Poplar St. (2) Mary J. deHan, Claymont & Lobdell St.  
**WORCESTER, MASS.**—**PRINCIPALS' CLUB.** (1) Paul J. Corcoran, 39 Olean St. (2) Mary F. Murphy, 20 Kenwood Ave.  
**YORK, PA.**—**ELEMENTARY PRINCIPALS' CLUB.** (1) Stanley Myers, 330 Dallas St (2) Naomi C. Bentz, 807 W. King St.

# *Index of Persons*

	PAGE		PAGE
Allasina, T. . . . .	25	Friedaw, Ardith . . . . .	168
Anderson, Geneva . . . . .	168	Frostad, Erling . . . . .	90
Anderson, Thelma . . . . .	168	Fullingim, Ruth Yvonne . . . . .	168
Andrews, Hannah C . . . . .	168		
Angelo, Michael . . . . .	77	Gabriel, Florence . . . . .	4
Apgar, Marion . . . . .	137	Gallemore, Voncile . . . . .	168
		Gibran, Kahlil . . . . .	240
Baker, Clara B . . . . .	92	Gichner, Henry . . . . .	163
Baker, Harold . . . . .	4, 6, 13, 20, 227-240	Gilson, Dan H. . . . .	95
Baring, Gould S. . . . .	94	Glenn, Mabelle . . . . .	90, 91
Barnett, Glenn E. . . . .	5, 241, 243	Goetz, Florence Myrtle . . . . .	168
Barratt, Phyllis . . . . .	168	Gordon, Dorothy . . . . .	92
Bellows, George . . . . .	52	Graves, Walter . . . . .	5
Bingham, George . . . . .	52	Green, Elsie E. . . . .	39, 43
Blair, Maurice G. . . . .	127	Gustafson, Inez V. . . . .	168
Bolden, O. L. . . . .	168		
Booker, R. L. . . . .	4	Haines, Vesta . . . . .	188
Bowen, Genevieve . . . . .	137, 211	Hale, Gertrude . . . . .	5
Breughel, Pieter . . . . .	53	Hall, Ruth . . . . .	168
Brown, Sister M Gertrude Ann . . . . .	28	Hansen, Herbert C . . . . .	4
Browne, Lewis . . . . .	249	Harlan, Henry W. . . . .	168
Brubacher, John S . . . . .	185	Hawkins, Frances . . . . .	168
Burd, Esther R . . . . .	137	Hayward, W. George . . . . .	4
Burley, Hazel M . . . . .	85	Herrington, Eugene H. . . . .	4
Butler, Charles E . . . . .	88	Hobbs, Valine . . . . .	191
		Homer, Winslow . . . . .	52
Campbell, Helen . . . . .	214		
Cardy, Margaret . . . . .	168	Jacquet, J. Martin . . . . .	168
Carnahan, Winnie K . . . . .	168	Jerde, Mina . . . . .	168
Casparis, Louise F . . . . .	168	Johnson, Agnita . . . . .	168
Cezanne, Paul . . . . .	53	Johnson, Helen L. . . . .	168
Childs, John L . . . . .	46	Johnson, Hilda . . . . .	214
Cobb, Dalziel . . . . .	168	Johnson, Wilma E . . . . .	168
Coffman, Lois Irene . . . . .	168	Johnston, Mildred . . . . .	168
Coleman, M. E . . . . .	185	Jones, G. A. . . . .	168
Cowan, Anita . . . . .	168		
Crowninshield, Ethel . . . . .	91	Kellar, Laura E. . . . .	4, 214
Crump, Beatrice . . . . .	5	Kennedy, Mabel . . . . .	146
Curtiss, Marie J . . . . .	85	King, H. L. . . . .	168
		Kishman, Eunice . . . . .	168
Daley, Helen . . . . .	214	Kohlsaatt, Caroline . . . . .	92
Davies, Gladys M. . . . .	168	Kringlee, Doris . . . . .	168
Davis, Hazel . . . . .	5		
Degas, Hilaire . . . . .	53	Liebman, Joshua Loth . . . . .	60
Dewey, John . . . . .	250	Lewis, Frank H . . . . .	47
Discher, Margaret O . . . . .	35	Loken, Elizabeth . . . . .	214
		Lowell, Amy . . . . .	108
Eader, William S . . . . .	168		
Eldridge, Raymond W. . . . .	4	Main, Nellie . . . . .	137
Eliot, George . . . . .	82	Mann, Horace . . . . .	226
Elliott, C. H. . . . .	143	Masters, Hugh B. . . . .	196
		Matthews, Ann . . . . .	168
Faber, Irma . . . . .	168	May, Laura M. . . . .	54
Fransworth, Felva D. . . . .	168	McCaleb, Maggie Ruth . . . . .	168
Faulk, Ruth . . . . .	168	McFalls, F. D. . . . .	168
Frenkel, Inge . . . . .	93	McKeon, Gertrude E. . . . .	60

	PAGE		
McMillan, Kay W. . . . .	168	Sargent, John Singer . . . . .	52
Mette, Wilda C. . . . .	102	Schmidt, Blanche L. . . . .	4
Minnis, Nellie I. . . . .	168	Schreiber, Herman . . . . .	157
Monet, Claude . . . . .	53	Scott, Hester . . . . .	168
Morgan, Geraldine M. . . . .	5	Shakespeare . . . . .	34
Mosby, Sibyl . . . . .	168	Sharp, Cecil J. . . . .	94
		Shick, Ethel B. . . . .	137
Neagley, Ross L. . . . .	106	Shreve, Donna . . . . .	168
Neufeldt, Carl . . . . .	109	Sizer, Hazel . . . . .	4
		Smith, F. B. . . . .	159
Orozco, Jose Clemente . . . . .	53	Smith, Lena Lee . . . . .	168
Othmer, A. Marea . . . . .	64	Smith, Sim Joe . . . . .	228
		Snyder, Peter H. . . . .	160, 196
Paine, Thomas . . . . .	68	Snyder, Wayne T. . . . .	74
Park, F. R. . . . .	113	Spaugh, Pearl . . . . .	168
Parker, Horatio . . . . .	165	Stains, Katherine G. . . . .	78
Pechstein, Max . . . . .	53	Steele, Juanita . . . . .	165
Perry, Ralph Barton . . . . .	34	Stevens, Helen . . . . .	168
Pierce, Thomas E . . . . .	4	Stephenson, Gertrude . . . . .	214
Pinkston, Eva G. . . . .	4, 5, 253	Sullivan, Mae . . . . .	168
Pixley, Erma E. . . . .	127		
Post, Emily . . . . .	82	Taylor, Gertrude . . . . .	214
		Thompson, C. T. . . . .	116
Reed, Mamie . . . . .	4	Tipps, Roberta . . . . .	168
Regnier, M. . . . .	168		
Renoir, Augusta . . . . .	53	Van Gogh, Vincent . . . . .	53
Riddle, Laura . . . . .	137		
Riggs, Edwon L. . . . .	4	Wagner, Victoria . . . . .	201
Riordan, Kathryn . . . . .	168	Walker, Ethel . . . . .	168
Rivera, Diego . . . . .	53	Walters, Marjorie . . . . .	4, 6
Roberts, Clarence J . . . . .	69	Webster, Daniel . . . . .	167
Robinson, Thomas E . . . . .	152, 153	White, Alta B. . . . .	102
Rosetti, Christina . . . . .	243	White, Dorothy . . . . .	214
Rouston, Edna . . . . .	168	Whitman, Walt . . . . .	73
Roy, Cassie F. . . . .	4	Wilson, Amber . . . . .	127
Ruskin, John . . . . .	195	Wilson, Irene . . . . .	168
Rust'hveli, Shot'ha . . . . .	190	Wittig, Eleonore . . . . .	137
		Wood, Grant . . . . .	52
Sallust . . . . .	105		
Sands, Lester B. . . . .	222	Yauch, Wilbur A. . . . .	120

# Subject Index

- Alaska, 148.
- American Brotherhood, National Conference of Christians and Jews, 49.
- American Education Week, 26
- American Foundation for the Blind, 193.
- American Friends Service Committee, 79, 188-90.
- American Junior Red Cross, 70, 133, 148, 237
- American Printing House for the Blind, 193.
- Ames, Iowa: author from, 165.
- Animals in the school, 96-101.
- Arbor Day, 132.
- Arithmetic, 31, 54, 180, 194.
- Armistice Day, 48.
- Art, appreciation of, 16, 27, 33, 51-53, 80, 132, 150-51, 233.
- Art, creative, 45, 65-66, 106-08, 166, 219-20.
- Assemblies, 58-59, 186-87, 218
- Ashens, Ohio: author from, 120
- Atlanta, Georgia: picture from, 8, author from, 185.
- Austin, Texas: Texas State School for the Blind, 191-95.
- Baltimore, Maryland: author from, 69
- Bibliography, 251
- Birthdays, 94, 138-39.
- Boulder, Colorado: author from, 168
- Brooklyn, New York: author from, 157
- Bucks County, Pennsylvania: authors from, 137, 211
- Buffalo, New York: author from, 113
- Building facilities, 25, 229, 232-33.
- Cambridge, Massachusetts: author from, 78.
- Camping, 162, 196-200.
- Canada, 148.
- Character development, 33-34, 60-63, 64-68, 82, 127-34, 160-64, 169-82, 196-200, 246
- Chautauqua Institution, 190.
- China, 148
- Chinese-American pupils, 25-27, 217-18.
- Christmas, 27, 70, 80, 102-05, 132, 139, 218, 221, 233, 237.
- Cincinnati, Ohio: pictures from, 3, 24.
- Citizenship, see Responsibility.
- Class size, 217.
- Cleveland, Ohio: author from, 54.
- Closing exercise, 238-40.
- Clubs, 56, 69-71, 141-42.
- Community cooperation in building spiritual values, 185-87, 249.
- Cooperation, how developed, 27, 39-41, 106-08, 144-45, 196-200, 224
- Councils of school pupils, 58, 75-76, 93-94, 116-19, 133, 218, 235-37.
- Courage, 64-65.
- Curriculum revised, 30-32, 127-34
- Czechoslovakia, 234.
- Dallas, Texas: reference to, 192.
- Dearborn, Michigan: picture from, 225.
- Denver, Colorado: picture from, 61, 114.
- Departmentalization, related problems, 54-55.
- Des Moines, Iowa: picture from, 52, 100, 154, 236, 242, 248.
- Discussions, 62, 124, 131, 152-56, 212.
- Doylestown, Pennsylvania: author from, 211.
- Easter, 132.
- East Hartford, Connecticut: author from, 143.
- Editorial Committee, 4, 5, 7, 19.
- Emotional development, 29.
- England, 237.
- Esthetic values, 32-33, 43-45, 73, 131-32, 138, 165-67, 230-33, 244-45.
- Ethical values, 127-34, 152-56.
- Etiquette, 30-32, 42, 72-73, 85-87.
- Evaluation, 19, 60, 73, 111, 133-34, 208, 209-26.
- Exchange Club, 186
- Excursions, 96.
- Faculty attitudes, 17-18; 25, 28-29.
- Flower shows, 233
- Folk-dancing, 143-44.
- Fort Wayne, Indiana: picture from, 67, 89
- France, 143, 237.
- Frederick, Maryland: author from, 47;
- Hood College, 50.
- Freeport, New York: picture from, 184.
- Gardening, 45.
- Generosity, 79, 148, 184, 188-90, 191-95, 237-38.
- Geography, 133.
- Germany, 143.
- Glencoe, Illinois: author from, 60.
- Glendale, California: picture from, 37, 206.
- Hamburg, New York: author from, 85.
- Handicapped pupils, 172-75, 191-95.
- Hawaiian-Americans, 25-27.
- Hayward, California: author from, 102.